

Running head: SCHOOL DIRECTORS' PERSPECTIVES

School Directors' Perspectives of Physical
Education in El Salvador: A Qualitative Case Study

Kelsey Pinch, BSc

Submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Applied Health Sciences
(Health and Physical Education)

Supervisor: James Lloyd Mandigo, PhD

Faculty of Applied Health Sciences
Brock University
St. Catharines, Ontario

Kelsey Pinch © 2012

Abstract

Youth violence is El Salvador's most imperative social, economic and health problem today. In an attempt to contribute to youth violence prevention in the country, humanistic physical education has been implemented within schools. Using case study methodology, this study examines twelve Salvadoran school directors' perspectives of physical education and physical education as a mean of youth violence prevention. School directors' perceive multiple benefits of physical education including those related to student's social and emotional health. School directors recognize physical education as a means of reducing violence because it keeps youth busy and provides an outlet to release stress. Results are discussed in relation to long-term violence prevention literature. Results suggest that it would be beneficial for school directors to understand the theory and goals behind humanistic physical education in their schools. Research maintains the continuation of research in the field of humanistic physical education in relation to youth violence prevention.

Key Words: Humanistic Physical Education, Violence Prevention, School Directors

Acknowledgements

Many individuals contributed this thesis and my time at Brock University. First and foremost I would like to sincerely thank my supervisor, Dr. James Mandigo, for all your help through this process. Thank you for the professional development opportunities and for the contagious passion you bring to physical education. Thank you to Dr. John Corlett for beginning this journey with me and for continuing to make me think in new ways. Thank you to Dr. Mary Breunig for the critical discussions and detailed feedback throughout the writing process. Thank you to Dr. Sarah Hillyer for serving as an external examiner.

To my community at Brock University, thank you for the adventures, conversations and for making me laugh during those long hours on campus. All of your support and friendships mean more to me more than you know. Thank you to “equipo uno” and “equipo dos” for the weeks in El Salvador. The learning, laughs, games and moments that brought us to tears are forever with me.

Thank you to all the wonderful Salvadorans who I have met over the past few years. I have learnt so much from all of you and am grateful to have had time with such a generous and welcoming culture. Thank you to the research assistants for all your hard work and long hours that went into this study. Thank you to Jessica Cerritos for the hospitality and for translating the interviews. Thank you to the school directors who participated in the study.

Finally, I'd like to acknowledge my family for their continued love and support. Thank you for supporting my passions, even when they bring me far away from home. Thank you to Carson K. Pinch for the hours of editing that went into this thesis.

Table of Contents

ABSTRACT	II
ACKNOWLEDGEMENTS.....	III
LIST OF TABLES.....	VI
LIST OF APPENDICES.....	VII
DEFINITION OF TERMS.....	VIII
CHAPTER 1: INTRODUCTION.....	1
SPORT AND PHYSICAL EDUCATION FOR DEVELOPMENT AND PEACE	2
RATIONALE.....	6
RESEARCH QUESTIONS.....	8
CHAPTER 2: REVIEW OF LITERATURE.....	9
A BRIEF HISTORY OF EL SALVADOR	9
VIOLENCE AND PEACE	18
THE ROLE OF SCHOOLS IN VIOLENCE AND PEACE.....	20
SCHOOLS AND PEACE.....	31
DEMOCRATIC EDUCATION AND VIOLENCE PREVENTION	35
LEADERSHIP IN EDUCATION	37
SCHOOL PHYSICAL EDUCATION AS A “POSSIBILITY OF HOPE”	41
ADDRESSING THE, “SHOULD THE CANADIAN RESEARCHER STAY AT HOME?” DEBATE.....	48
CONCLUSION.....	51
CHAPTER 3: METHODS	52
QUALITATIVE RESEARCH	52
EPISTEMOLOGY.....	53
A CRITICAL-INTERPRETIVE APPROACH	53
REFLEXIVITY	54
SITUATING THE RESEARCH AND RESEARCHER’S ROLE	57
METHODOLOGY.....	58
DATA COLLECTION.....	62
DATA ANALYSIS.....	67
RESEARCH QUALITY.....	71
CHALLENGES AND LIMITATIONS.....	74
ETHICS.....	75
CHAPTER 4: RESULTS.....	77
SCHOOL VISION.....	77
STUDENT LEARNING	78
DESCRIPTION OF PHYSICAL EDUCATION PROGRAM.....	80
THE ROLE OF PE IN THE SCHOOL.....	82
ROLE OF PE OUTSIDE THE SCHOOL	84
PE AND VIOLENCE PREVENTION	86
VOICES OF THE RESEARCH ASSISTANTS.....	89
CHAPTER 5: DISCUSSION AND FUTURE DIRECTIONS.....	91
PERSPECTIVES OF PHYSICAL EDUCATION	91
PHYSICAL EDUCATION AND VIOLENCE PREVENTION.....	95
SUMMARY	100

STRENGTHS OF THE RESEARCH	101
CONCLUSIONS AND FUTURE DIRECTIONS	102
REFERENCES.....	105
TABLES.....	122
APPENDIX A: THEORETICAL FRAMEWORK ADAPTED FROM MERRIAM (1998).....	137
APPENDIX B: MAP 1 AND MAP 2 OF PARTICIPANTS MAPPED ON TASA FREEMAN- TUKEY OF HOMICIDES PER 10, 000 HABITANTS, EL SALVADOR, 2002-2007	138
APPENDIX C: LETTER OF INVITATION FOR SCHOOL DIRECTORS	139
APPENDIX D: CONSENT FORM.....	140
APPENDIX E: SEMI-STRUCTURED INTERVIEW GUIDE FOR PRINCIPALS	142
APPENDIX F: GENERAL STATEMENT OF CONFIDENTIALITY	143
APPENDIX G: ETHICS CLEARANCE	144

List of Tables

Table 1: School Vision

Table 2: Student Learning

Table 3: The PE Program at the School

Table 4: The Role of PE in the School

Table 5: The Role of PE Outside the School

Table 6: Physical Education and Violence Prevention

Table 7: Municipalities and Zones of Participants

Table 8: Participant Quotes Grouped into Themes and Categories

Table 9: Propositions Outlined Prior to Data Analysis

List of Appendices

Appendix A: Theoretical Framework Adapted from Merriam (1998)

Appendix B: Map 1 and Map 2 of Participants Mapped on Tasa Freeman-Tukey of
Homicides per 10, 000 Habitants, El Salvador, 2002-2007

Appendix C: Letter of Invitation for School Directors

Appendix D: Consent Form

Appendix E: Semi-Structured Interview Guide for Principals

Appendix F: General Statement of Confidentiality

Appendix G: Ethics Clearance

Definition of Terms

Humanism: In the education setting, humanism is putting student's emotional and social health before grades, winning and behaviour (Hellison, 1973)

Humanistic Physical Education: A philosophy of physical education based on humanism with a focus on developing mind-body-world connections (Hellison, 1973).

Less Developed Country: A country that has a low income, low human resources and a low level of diversity in economics according to the United Nation Educational Scientific and Cultural Organization (United Nations Educational Scientific and Cultural Organization, 2001).

Life Skills: Skills that help individuals to deal with the demands of everyday life.

Negative Peace: Occurs when there is an absence of direct violence (Galtung, 1969).

Positive Peace: Occurs when there is an absence of direct, structural, cultural, repressive forms of violence (Galtung, 1969).

Violence: Violence may be direct (behaviour), structural (systematic), cultural (violence through beliefs) or repressive (deprived of universal human rights) (Confortini, 2006).

Violence Prevention: Preventing direct, structural, cultural and/or repressive forms of violence.

Chapter 1: Introduction

The smallest and most densely populated country in Latin America, El Salvador has approximately 68.7 homicides per 100 000 people (United Nations Development Programme, n.d.). The country has literally been fighting for peace since the beginning of the civil war in 1980. The Civil War officially ended in 1992 but the violence did not and in the years after the war the country was faced with violence in the form of gangs. The Mara Salvatrucha 13 gang, popularly known as MS 13, is El Salvador's largest cause of violence (Farina, Miller, & Cavallaro, 2010). The gang's origin is in Los Angeles and has managed to spread all over the world (Kemp, 2006). Currently in El Salvador, youth violence prevention is the core of the Salvadoran government's vision (Mandigo, 2011).

Education has been emphasized as being a site in society to foster violence prevention strategies (Harber, 1998; Harber & Davies, 1998; Mandigo, 2011). In the next 30 years, United Nations Educational Scientific and Cultural Organization (UNESCO) estimates that more human beings will receive formal education than in all of history (Robinson, 2006). Because of this there is increasing importance being placed on how students are educated. These challenges are compounded in post-conflict countries such as El Salvador where violence is still a fundamental burden to the country's health, social and economic success. As we will see, education may be a site for violence prevention but has also been criticized for adding to and being a site for violence (Davies, 2004; Harber & Sakade, 2009).

Sport and Physical Education have also been used as a tool for violence prevention. In particular, the ability of physical education to foster life skills and values within the educational environment is of particular interest in the current study.

According to the World Health Organization (WHO) (2009) life skills are essential for youth violence prevention. Not only that, but there is a need to increase research in this field in less developed countries like El Salvador (World Health Organization, 2009).

This study considered much of the above with a particular focus on school directors' perspectives. Michael Fullan, practitioner and researcher in the field of educational reform, stated: "what standards were to the 1990s, leadership is to the future" (Fullan, 2002b, p. 1). My research aimed to document school directors' perspectives of physical education in relation to youth violence prevention in El Salvador. First, I will introduce the global initiative *Sport and Physical Education for Development and Peace* and the potential these initiatives have in a country such as El Salvador. After presenting my research questions, I will outline relevant literature, will describe the methods and methodology and finally, will present the results of the study and discussion.

Sport and Physical Education for Development and Peace

The United Nations proclaimed 2005 the International Year of Sport and Physical Education (United Nations, 2005). Since then, Sport and Physical Education for Development and Peace has emerged globally to combat the world's most damaging development issues, including violence. The initiative is working to reintegrate child soldiers into society in Sierra Leone, creating sense of community for Afghan refugees, bridging antagonist group conflicts in Burundi, bringing HIV/AIDS awareness to communities in Honduras (United Nations, 2003) and educating youth in Chicago to be self-responsible (Hellison, 2003). Utilizing Sport and Physical Education for Development and Peace is also a response to forms of economic interventions that have found to be unsuccessful. There is a need for new, creative and cost-effective strategies

for global development (Easterly, 2006). In 2002, Kofi Annan demonstrated support for the Sport and Physical Education for Development and Peace initiative at an Olympic aid roundtable discussion:

Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict (Olympic Aid, 2002).

The first Sport and Physical Education for Development conference was held in 2003 and support for the movement has continued. Scholars agree that physical education can provide schools with a healthy foundation for youth development (Corlett, 1986; Hellison, 1978; Mandigo, Corlett, & Anderson, 2008). Nelson Mandela, anti-apartheid activist and previous president of South Africa, supports the use of this movement within education systems. “When sport and education are combined, peace can then be taught to our youth, to restore hope and contribute to the creation of a more just society based on brotherhood” (Organisation pour la paix et le sport, 2007, p. 1)

Promoting peace through school physical education is also in line with the World Health Organization’s (WHO) global school health program. Launched in 1995, this healthy schools initiative is dedicated to fostering the health of students, staff, families and communities on a global scale via healthy school environments (World Health Organization, 1996). This initiative is dedicated to improving the physical and social health of schools by working on policy and within specific school organizations. A health

promoting school engages community, parents, students and teachers to make schools a healthier centered and holistic approach to youth development (Lee, 2009). “Their [children’s] well-being, capabilities, knowledge and energy will determine the future of villages, cities and nations around the world” (World Health Organization, 2000, p.1). Sport and Physical Education for Development and Peace parallels the WHO’s global school health program. If implemented correctly, physical education has the ability to contribute to a healthier school environment (Mandigo, et al., 2008).

In light of the above, sport and physical education can contribute to student’s health and may help to address the developmental needs of El Salvador. Since the end of the civil war in 1992, El Salvador has struggled to implement democracy and promote nonviolence (Wolf, 2009). Economic and social instability has made this situation even more difficult to overcome (Farina, et al., 2010). Gangs have expanded across the country giving rise to El Salvador having one of the highest homicide rates in the world (Farina, et al., 2010). Efforts, such as imprisoning gang members, have been put in place to terminate the violence but often failed to focus on long-term peace (Kemp, 2006). In the past, the Salvadoran government has attempted to terminate the violence by expanding policing, hardening penalties and imprisoning criminals. Doris Luz Rivas Galindo, member of the Juvenile Court of San Salvador stated that:

Crime prevention strategies are centered on state repression, which, in turn, generates more violence. New laws are constantly being formulated, as if laws were a magic wand that will solve the country’s problems (Farina, et al., 2010, p.108).

As a nation, El Salvador has begun to focus on building peace by promoting healthy

youth development. One “entry point” to this long-term peace involves creating a healthy education system focused on developing nonviolent youth (Mandigo, n.d.). H.B. Danesh is a well-known scholar in the field of peace education and provides insights to implementing youth development strategies in conflict-ridden societies. “The best we could accomplish is to decrease the destructiveness of human conflict and develop tools...*before* they turn into aggression and violence” (Danesh, 2006, p. 70). Danesh promotes the use of social development tools for re-building a country after war in Bosnia-Herzegovina. Peace requires a change in “conflict-based world views” to “peace-based world views” (Danesh, 2006, p. 58) to promote nonviolence among citizens. This is consistent with Galtung’s (1969) concept of positive peace and negative peace. Negative peace is putting an end to violence and only yields short-term results. Positive peace initiatives focus on efforts that promote a future of peace. The concept of positive peace mirrors the global initiative of Sport and Physical Education for Peace at the level of social development. These concepts will be described in detail in the literature review section.

Article 3 of the UNESCO International Charter of Physical Education and Sport (1978) that stated:

Physical education and sport programs must be designed to suit the requirements and personal characteristics of those practicing them, as well as the institutional, cultural, socio-economic and climatic conditions of each country (United Nations Educational Scientific and Cultural Organization, 1978).

In El Salvador, this means utilizing physical education to address the issue of violence, but also as a way of contributing to positive development. *Salud Escolar*

Integral (SEI) is a Sport and Physical Education for Development and Peace initiative aimed at complementing positive peace efforts in El Salvador. In collaboration with governmental organizations, non-governmental organizations, universities and local community leaders, SEI's goal is to contribute to education strategies and the overall social and economic development of El Salvador. SEI believes that the implementation of quality physical education programs in schools can help foster a healthy school climate leading to positive youth development. The social and developmental aspects combined with the "fun factor" suggest that physical education is an ideal vehicle for complementing the country's developmental needs (Mandigo et al., 2008). Physical education has the ability to foster healthy conflict resolution strategies and healthy relationships that will prevent violence within schools and communities. These outcomes are critical to the future of El Salvador.

Rationale

As presented in the introduction, El Salvador has had a history of authoritarian leadership. In an education system these authoritarian methods yield only temporary results and could create even more harm in the long-term (Harber, 2004). Peace accords were signed in 1992 but the violence in El Salvador continues to be among the highest in Latin America and the world. As will be emphasized, it is beneficial for a country that is fighting for nonviolence to invest in their education system. It will also be demonstrated that schools have been a site for perpetuating violence further and may be doing so in the current context. As a researcher, I am concerned with the conditions whereby the long-term prevention of violence takes place and I have a particular interest in the role of school directors in carrying out this mandate.

March 15th 2009 marked a “turning point” in Salvadoran history. For the first time in over 130 years, citizens elected a left-wing government. Due to political power shifts, there is an increase of governmental support for youth development initiatives (J. Cerritos, personal communication, May 14, 2010). Specifically, the Salvadoran government elected in 2009 has made increased efforts in building a quality education system in hopes to build a “new” generation of nonviolent youth. This includes incorporating a humanistic physical education program into the curriculum (Mandigo, Corlett, Hobin, & Sheppard, 2010).

However, many barriers may exist when attempting to implement a new curriculum. Like many Latin American countries, El Salvador has adopted a school-based management system. School-based management involves a “shift in responsibility and decision-making to principals, teachers, parents and students” (United Nations Educational Scientific and Cultural Organization, 2007, p.42). School-based management systems give school directors the freedom to decide what subjects are taught and when in the educational process they are taught. Research in less developed countries indicates that this system brings about positive results (Harber & Davies, 1998; Jimenez, 1999). A majority of this research is quantitative and views success in terms of school attendance, not the quality of education being received. There is also a need for qualitative research in this field to complement what has been done quantitatively (Gertler, Patrinos, & Rubio-Codina, 2009).

Globally, less time and effort are allotted to school physical education. Subjects such as math and science take priority over creativity-based subjects (Robinson, 2006). This trend continues despite the potential contribution to healthy youth and societal

development (Hardman & Marshall, 2000). In addition, a majority of the literature and global initiatives in the field of Sport and Physical Education for Development and Peace have focused on sport. Through my research, I hope to add to what little is known about school physical education as a vehicle for violence prevention. Furthermore, Sport and Physical Education for Development and Peace has been criticized for its ability to foster social development (Coalter, 2009). It is a movement that is poorly theorized past top-down development strategies (Lawson, 2005). School physical education plans have been made at the level of the Salvadoran government but there is a lack of knowledge on the connection between policy and practice. A case study approach has been adopted in an attempt to fill the gaps in the research described above.

Research Questions

The purpose of this research is to explore school directors' perspectives of school physical education and to document school directors' perspectives of physical education as a means of violence prevention. The research questions that guided the current study are:

- 1) What are school directors' perspectives of physical education?
 - a) Do school directors' perspectives align with humanistic physical education? If so, how?
- 2) According to the school directors, can physical education be a means for violence prevention? If so, how?

Now that the field of research and research questions has been introduced, I will provide a review of the literature that is relevant to the purpose of my research.

Chapter 2: Review of Literature

Merriam (1998) discussed the importance of previous theoretical and conceptual writings in qualitative research. The literature review establishes what is already known and provides a theoretical framework that will guide the study. The theoretical framework can be thought of as a set of interlocking frames. The outermost frame is the umbrella theory that orientates the researcher's lens. In this case, the outermost theory is Galtung's (1969) theory and positive and negative peace. Secondary theories are lodged within the outermost theory. Theories that also guided this research are theories of schools as a site for violence/violence prevention and humanistic physical education. In addition, the critical-interpretive approach (as described in Chapter 3) to the study is included in this frame. The purpose statement is the third, innermost frame. The purpose of the current research is: to investigate school directors' perspectives in relation to youth violence prevention in El Salvador. More specifically, this study addressed school directors' perspectives of school physical education in relation to youth violence prevention. An image of the theoretical framework can be found in Appendix A. The above theories will be explored in the literature review. First, I will provide a brief history of El Salvador.

A Brief History of El Salvador

El Salvador's current social and economic instability stems from inequality, poverty and ongoing violence (Farina, et al., 2010). To make sense of this situation, it is necessary to explore the country's history (Farina, et al., 2010). Since the late 1800s and early 1900s, inequalities and feuds were often spurred by disputes over land ownership (Farina, et al., 2010). During this time, coffee became El Salvador's primary export; the

elite owned the desirable farmland, while peasants served as cheap labour. As the coffee economy grew, so did the economic and political power of the few landowners. The rich became increasingly wealthy and gained expanded power, while little attention was paid to the needs of the rural poor (Scheper-Hughes & Bourgois, 2004). Discrepancies between the social classes were only heightened in the 1950s due to the period of industrialization. As a result, many peasants living in rural El Salvador were displaced and forced to escape to neighbouring countries. Salvadorans were not well received in other countries and were perceived as invading a land that was not their own (Scheper-Hughes & Bourgois, 2004). The people of Honduras were particularly hostile to displaced Salvadorans, which brought increased tensions and violence between the two nations. In 1969, a World Cup qualifying soccer match became a hub for increased tensions, eventually leading to a four-day war. Salvadorans unsuccessfully invaded Honduras and the border between the two countries was closed causing trade diminishment. The “football war” forced Salvadoran farmers to return to their home country (Boniface, 1998). Here, the wealthy coffee farmers were not welcoming to the returning citizens and feuds intensified. Refusing to let social inequality continue, peasants began to use violence as a response. Due to their comfortable living situations, wealthy aristocrats wanted nothing to do with the poor (Scheper-Hughes & Bourgois, 2004).

The education systems that emerged during this time period played a major role in pre-civil war tensions (Jara, 2010). Education was not economically available to the average Salvadoran, but rather, existed as an opportunity for those who could afford it. Being formally educated became a “symbol of the rich” and was used to ensure the social

reproduction of this dominant class. During the popular education movement that spread throughout Latin America in the 1960s, supporters of the lower class began a new movement of education specifically for the poor. Popular education is context specific and uses a pedagogy based on current political situations. Contrary to the formal, curriculum-based education that rich Salvadorans were receiving at the time, popular education was known for its informal and conversational tone. The main goal of popular education is to liberate the oppressed so that they themselves can oppose inequality in society (Jara, 2010). For example, Paulo Freire, a well-known popular populist education theorist, used the Declaration of Human Rights (United Nations General Assembly, 1948) to educate illiterate peasants of Brasil in a time when high literacy was a requirement to vote. Freire's problem-posing method of education not only increased the literacy of the peasants, it also educated them on how their human rights were being violated (Freire, 1970). Freire had a large impact in educational thinking during that time and will be discussed in the literature review. In El Salvador's context, this movement gave many rural communities a chance to learn about land ownership and economic standing in relation to the rest of the country (Kane, 2001). The movement allowed "people to reflect on themselves, their responsibilities, and their role in a new cultural climate" (Freire, 1973, p.16).

The Catholic Church in El Salvador was critical of the military government and strongly influenced the lives of rural poor. Because of this, the education received by the poor during the pre-civil war period was connected to the values of the Church (Scheper-Hughes & Bourgois, 2004; Subasat, 2009). The influence of the Church combined with popular education created a "liberation theology" that supported equal rights and

decreased the gap between rich and poor communities. To accomplish this, the poor had to come together, which often included violence in order to stand up for human rights. Content with their standard of living, the wealthy were unreceptive to re-distributions of wealth and status. The poor, influenced by the Church, began to invade the lives and land of the rich, who were key supporters of the military government of the time (Scheper-Hughes & Bourgois, 2004).

The 1970s were a period of rising tensions between the classes yet the Salvadoran government continued to focus on economic growth primarily run by the upper class. The poor responded by organizing leftist groups to fight for social equality. The United States, concerned with a leftist takeover similar to that of Cuba, were determined not to let this occur in El Salvador. In fear that a communist take over would occur the US began to support the Salvadoran government with financial aid and military training (Scheper-Hughes & Bourgois, 2004).

In 1980, the Farabundo Marti National Liberation Front (FMLN) was formed as a coalition of five leftist groups. The FMLN controlled areas consisting of rural communities and those lacking formal education systems. Due to the connection that the Church had to these communities through popular education, the FMLN turned to the Church for help during the outbreak of war in 1980. This “popular church” movement became a method of educating and recruiting soldiers for the FMLN army. The right-winged Nationalist Republican Alliance (ARENA) continued to receive weapons and training from the United States of America. Compared with the military government, FMLN supported areas were protected by untrained fighters with few weapons. Still optimistic, the FMLN’s educational focus in these areas was based around military acts

and weapon use. Despite the training, the FMLN controlled communities were no direct military match for the government forces which received over \$1 billion in weapons and training during the Salvadoran civil war (Scheper-Hughes & Bourgois, 2004; Jara 2010).

Leftist groups continued to disrupt the lives of the rich, while the United States of America supported government organized death squads in order to remain in power. “Be a patriot, kill a priest” became a popular slogan during this time as the leftists continued organizing violent guerilla groups to fight against the military government. Archbishop Oscar Romero, famous priest and Nobel Peace Prize nominee, continually advocated for the peasants and begged the United States to stop incoming military aid. Romero pleaded:

The campesinos you are killing are your brothers and your sisters...it is time to take back your consciences and to obey them rather than sinful orders...in the name of God...and in the name of this suffering people...I beg you, I beseech you, I order you in the name of God: Stop the repression! (Oscar Romero as cited in Golsan, 1998, p.270).

On March 24th, 1980 military government supporters shot Romero while he was saying mass. Within minutes, violent outrages began and planted the seeds of a 12-year, brutally violent civil war between the Salvadoran government (supported by the United States) and leftist guerilla groups. The effects of this war, as described below, remain and El Salvador continues to be one of the most violent countries in Latin America (Farina, et al., 2010).

Repercussions of the civil war. Peace accords were established in 1992, which officially marked an end to the 12-year civil war. During this time, the political focus concentrated primarily on the two largest political parties: the ARENA and the FMLN. In

1989, the right-winged Nationalist Republican Alliance (ARENA) won the presidential election, and were therefore faced with re-building a nation after twelve years of war. Rebuilding an education system became a high priority, but did not come without challenges. Poverty, violence and inequality were and continue to be just a few of the hardships that the Salvadoran child faces on a daily basis in post-war El Salvador. The war left over 75,000 dead, many schools destroyed and large numbers of displaced Salvadorans. Today, almost 2 million Salvadoran citizens live outside the country. The war was over, but unfortunately the violence was not; crime, violence and gang activity grew in the years immediately after the war (Farina, et al., 2010).

As mentioned, many Salvadorans fled to bordering countries like Honduras while many others ended up in the United States as refugees. Many Salvadorans found their way into the gang culture of Los Angeles, where the infamous Mara gangs were established. In 1996, the United States changed immigration laws, thereby deporting many Salvadorans back to El Salvador (Farina, et al., 2010). The illegal immigrants, many of them jailed prisoners, arrived in El Salvador and brought gang culture with them. The US deportation law is believed to have caused an even greater spread of the gang culture in El Salvador (World Health Organization, 2002).

Rebuilding a nation of peace after over a decade of war. As outlined above, El Salvador has a history of having an authoritarian political system. Peace accords, with the main aim of reconstructing a democratic society, would decrease tensions, or so was the hope at the time. But the ARENA government continued authoritarian leadership and proceeded to defend the elite's interests (Wolf, 2009). In 2003, for example, the ARENA government launched a major law enforcement initiative known as *Mano Dura* (firm

hand). This anti-gang effort gave armed forces the power to act upon and against gang members. Violence and other forms of physical abuse almost always accompanied arrests. Since this law was enacted, a large number of gang members were jailed. For a system that has capacity for only 8,227 prisoners, almost 20,000 people were in jail by the end of 2008 (Bureau of Democracy Human Rights and Labour, 2009). This resulted in overcrowded prisons while crime and gang violence continued (Farina, et al., 2010).

An opposing train of thought to the *Mano Dura* law is known as *prevencion social del delito* (social prevention of crime) and related initiatives have looked more promising since FMLN's victory in the 2009 election (Farina, et al., 2010). Social prevention of crime not only focuses on direct violence prevention, but also structural and cultural forms of violence. These forms of violence will be addressed later in this paper.

On a road to democracy. Since the peace accords in 1992, El Salvador has been fighting for democracy. A significant moment came on March 15th, 2009, when FMLN won the presidential elections and ended over 130 years of oligarchy. Post-war democratic efforts have been put in place by the Salvadoran government, but homicide rates continue to be among the highest in the world (Farina, et al., 2010). Prisons are overflowing and arrests have not put an end to gang violence. Instead, the Ministry of Education has turned to youth development strategies that take preventative measures to reducing gang violence. High priority is now being given to educating a “new” generation of critical thinkers and advocates for development. In a situation such as this, schools are increasingly important for both youth and national development. If El Salvador is to have developmental success, modern education needs to form visionary minds (Ticas, 2007). As we will see, investing in a quality education system can help to

get to the root of nonviolence.

Plan 2021. Under the right-wing ARENA government, the Ministry of Education developed a ten-year plan, beginning in 1995, which outlined responsibilities at each sector to improve basic education, ameliorate teacher training and provide access to education throughout all areas of the country. This plan was designed to complement democratic political processes in El Salvador. In 2005, the government of El Salvador reevaluated and renewed its dedication to improving the education system and laid out specific goals to be achieved by 2021 (Crouch, Gillies, & Florez, 2008; Schiefelbein, Gillies, & Florez, 2008). Specifically, the objectives of Plan 2021 were to improve access to education, increase educational effectiveness, improve competitiveness of El Salvador globally and enhance management practices within the education system. To achieve these goals, the Ministry of Education partnered with other governmental organizations, non-governmental organizations and community developers (Schiefelbein, et al., 2008).

The United Nations has similarly addressed education within the Millennium Development Goals (MDG). These goals, set at the turn of the 21st Century, plan to address causes of poverty around the world. These goals are to decrease poverty, hunger, child/maternal mortality and disease. Additional goals include increasing access to water, gender equality and primary education attendance. In El Salvador, maternal mortality rates, mortality rates for children under five, individuals who lives on less than \$1 a day and rates of undernourishment have all decreased since the introduction of the MDGs. During this time there have also been increases in reported health problems such as malaria and HIV/AIDS (Overseas Development Institute, 2010). The second goal of the MDGs addresses education. This goal specifically sets out to “ensure that by 2015,

children everywhere, boys and girls alike will be able to complete a full course of primary schooling” (United Nations, 2010; United Nations Educational Scientific and Cultural Organization, 2007). According to the Pan American Health Organization, El Salvador is on track to meeting this goal by 2015. However, a challenge that could prevent this from occurring is the presence of the MS 13 gang (Pan American Health Organization, n.d.).

Globally, financial support for education has increased and concomitantly, so has elementary enrollment. Global support has also been provided from the United Nations Children’s Fund (2007) *Education for All* campaign. Goals of this campaign include delivering free, compulsory and quality education to youth. This includes the delivery of inclusive education reflecting the needs of both youth and local development. *Education for All* emphasizes the need for a broad range of subjects, including physical education, for optimal youth development (United Nations Educational Scientific and Cultural Organization, 2008).

Since the beginning of Plan 2021, an increasing number of Salvadoran children have access to education (Schiefelbein, et al., 2008). Despite the growth seen in education access and completion, the quality of education delivered remains poor (The World Bank, 2007). Since winning the elections in 2009, FMLN have new foci within the original goals of Plan 2021. The country’s Vice-President, Carmen Linares, who is also the Minister responsible for Education, is pushing for a curriculum of “creatividad en función del desarrollo” (creativity in terms of development). To reach this goal, education must focus on advancing technology, the arts and recreation (Linares, 2007).

Violence and Peace

Violence. Galtung (1990) breaks violence into three main types, referred to as the “triangle of violence”. The triangle of violence consists of structural, cultural and direct forms (Confortini, 2006). Direct violence can be seen through behaviours. Crime, murder, rape, war and gang violence are forms of direct violence. One cannot always necessarily “see” structural violence but it is evident at the systematic level. An example of this form of violence occurred in cities such as Modesto, California (Harding, Rosenthal, & Sirmans, 2003) and Vancouver, British Columbia, Canada (Bunting, Walks, & Fillion, 2004). Wealthy individuals have moved to these two cities, creating an increase in housing costs and harming many low-income individuals who already lived there (Kent, 2006). The third form of violence is cultural violence. This form refers to aspects of culture that can be used to justify structural violence. Cultural violence occurs when thoughts are in place and makes direct and structural violence “look or even feel right” (Galtung, 1990, p. 292). This form of violence can be seen through religious beliefs and capitalist governments. In *God is not Great: How Religion Poisons Everything*, Christopher Hitchens outlines a variety of examples of cultural violence. One example is the Catholic and Muslim beliefs that HIV was given to those who sexually sin (Hitchens, 2007).

Galtung (2004) describes the relationship between the three forms of violence: “cultural and structural violence cause direct violence. Direct violence reinforces structural and cultural violence” (p. 7). “People involved in violent conflict, and those trying to transform it, often focus more on ending or preventing direct violence...” (Serena, 2008, p.7). However, as noted above, structural and cultural violence is often the

roots of direct violence. In order to combat this issue, there needs to be a focus on all three. Harber (2004) applies Galtung's forms of violence to schools in a category known as "repressive violence". This form violence occurs when one is deprived of their universal human rights, including freedom of speech and thought. Repressive violence is similar to authoritarianism, which will be discussed below in relation to schools (Harber, 2004; Salmi, 1993). It should be noted that it is possible for the above forms of violence to occur simultaneously. Likewise, a violent occurrence may fall under more than one category of violence. Salmi (1993) provides the example of slavery as falling under direct, structural and repressive forms of violence (Salmi, 1993).

Gang violence. Garbarino, Kostelny and Dubro (1991) view gangs as a coping mechanism for youth when developmental support is lacking in areas such as the community family and school. Social arrangements and historical processes ultimately put youth at risk for gang violence. It is suggested that gang violence prevention should aim at depleting structural forms of violence. These strategies follow aspects of peace building such as community, social, economic and youth development. Moeschberger, Ordonez, Shankar and Raney (2006) suggest that educational reform that intends to empower youth can assist in addressing structural violence.

Peace. Two main perspectives of peace exist as an overarching framework for the current study. Johan Galtung (1969) refers to peace as either "negative peace" or "positive peace". Negative peace can also be thought of as "unstable peace" and occurs when there is an absence of direct violence. Mosquera, Lera and Sanchez (2000) add that the lack of relationships in negative peace environments may cause even further harm. The focus on negative peace is on controlling violence through authoritarian means. An

example of this is creating peace through violent measures. This concept of negative peace is consistent with El Salvador's reaction to violence in the past, as described above, through military governments and imprisoning gang members. In the absence of violence, negative peace may actually lead to further conflict, as structural and cultural forms of violence may still be present (Woolman, 1985). Controlling violence does not put an end to the issue of violence and often makes matters worse (Farina, et al., 2010).

On the contrary, the goal of positive peace is to strengthen the capacity of long-term peace building. Martin Luther King once said, "true peace is not merely the absence of some negative force--tension, confusion or war; it is the presence of some positive force-justice, good will and brotherhood" (King, 1957). In spirit of King's words, positive peace promotes critical thinking, creativity, positive attitudes and behaviours that are essential for long-term results. Positive peace efforts do not teach people what to think but *how* to think and emphasizes peace *building* instead of peace *making*. It encourages both personal and social development helping citizens cope with the challenges of everyday life (Mosquera et al., 2000).

The Role of Schools in Violence and Peace

Schools and violence. The United Nation's Development Program's (UNDP) yearly report on human development includes education as a key indicator to the growth and development of countries around the world. This is evident in their *Human Development Index* which includes years of enrollment in school as a key indicator to development (United Nations Development Program, n.d.). Although that may be the case, this section challenges the assumption that schools are automatically a healthy place for children and outlines literature to support this argument. Clive Harber is a well-known

professor in International Education at the University of Birmingham and has dedicated much of his research to the role of schools in violence. The fundamental reasoning behind “schooling as violence” Harber (2004) argues, is that the hegemonic, or dominant, model of education around the world is authoritarian rather than democratic, and that this leader-centered model neglects, oppresses and/or ignores children’s rights according to the 1989 UN Convention on the Rights of the Child (United Nations, 1989). Given the topic of the thesis, this section will specifically focus on how schools may perpetuate or may be a site for violence. It will then discuss the authoritarian model of schools.

There is evidence suggesting that schools perpetuate violence with school dissatisfaction and low school performance being examples of this (Garbarino, 1999; Noguera, 1995). Pedro Noguera, a professor from New York University, has an interest in studying the causes of youth violence. An article within *In Motion Magazine* (1995) Noguera stated that, “in my interviews and conversations with students who attend schools with a reputation for violence, I am struck by their total dissatisfaction with their schools” (para. 15). Noguera stated that there are other factors that relate to these violent behaviours, such as home and family environment that these students live in, but schools should be doing more to satisfy all students so violence does not result (Noguera, 1995). Students who are dissatisfied with school are more likely to be suicidal or attempt suicide (Eggert, Thompson, Herting, & Nicholas, 1995). One cause of dissatisfaction is the emphasis on knowledge particularly in the form of standardized tests (Davies, 2005). Davies (2004; 2005) discussed standardized tests and the harm that they may have on students because of the ways that they increase pressure and their narrow focus on forms of knowledge and the ways in which tests increase competition between students. Davies

stated, “the increased accents on standards, credentials and competitiveness between schools and countries means winners [and] losers. Inequalities are becoming more and more polarised” (Davies, 2005, p. 359). Ken Robinson (2006; 2009) views standardized tests as a way to inform some children that they are not intelligent; many worthy students are “educated” to believe that they are no longer worthy because of poor test scores. In *The Element*, he describes individuals who performed poorly on standardized in schools and found dissatisfaction in schools and/or resentment towards school because of it. Robinson interviewed *Fleetwood Mac* band member Mick Fleetwood, who scored poorly on tests in school and thus believed he was not valuable because he was not academic. Fleetwood harboured resentment for school and eventually dropped out because of it. Lucky for Mick, he stands as one of the most famous drummers in the world. Fortunately, Robinson stated, many individuals are able to find other, healthy, ways to satisfy themselves when school does not do so. It is when they do not have these healthy environments that problems may occur. Low tests scores have also been shown to be correlated with perceptions of unsafe neighborhoods. Milam, Furr- Holden and Leaf (2010) conducted research on students’ perceptions of school neighborhood violence in relation to school achievement in 3rd-5th grade students who live in urban communities in the United States of America. Academic achievement was measured using a standardized test that assessed reading and math. Students who perceived their school neighborhood to be unsafe had lower test scores in reading and math than those who perceived their school neighborhoods to be safe. Low test scores may lead to school dissatisfaction (Milam, Furr- Holden, & Leaf, 2010). Robinson stated that the arts, including physical education, have a role to play in increasing school satisfaction (Robinson, 2009), which will be

discussed later in the literature review.

In less developed countries, Harber and Davies (1998) explain that many other situations related to school dissatisfaction exist. For example, in northern Thailand, individuals who live in rural villages have reported that schools do nothing but take children away from doing more useful tasks such as farming and bringing water into the village (Zimmer as cited in Harber and Davies, 1998). In Ghana, many students simply stop attending school during the agricultural season and do not return because math or science classes are not priorities for many farming families (Harber & Davies, 1998).

Inequalities, both at individual school and whole school systems, may also be causing violence at schools (Davies, 2004). Schools may be a site for inequality by being a site for gender violence, discrimination and social exclusion (Davies, 2004). Davies presents the example of schools during the South Africa's apartheid era and how social exclusion was built into the education structure. The *Bantu Educational Act* in 1953 called for separation of race in schools and perpetuated segregation in society during the apartheid (Davies, 2004). In less economically developed countries, education may be used to stratify class to a greater extent than in developed countries (Davies, 2004). Private and public school systems may differ greatly in less developed countries, in both education quality and cost to attend. For example, in Malawi, the Kamuzu Academy, which was founded by the country's first president, still exists today. The purpose of the school is to develop leaders in Malawi and other Southern African Countries. The school has up to an annual cost of up to \$2430 US per student (Kamuzu Academy, 2006). Harber (2004) views schools such as these as a way of 'elite socialization' (Harber, 2004, p. 34). These differences further separate the wealthy from the poor and assist in creating

economic exclusion in society (Harber, 2004). Although, education may help lift a country out of poverty, situations of inequalities like these that exist may be working against this goal (Davies, 2004).

What students are learning may also be perpetuating differences between social groups (Davies, 2004). *The Institute for Monitoring Peace and Cultural Tolerance in School Education* monitors content within text books in conflicted areas such as Tunisia, Egypt, Palestine and Israel. Their goal is to analyze textbooks and determine if they are agreeable with UNESCO's declarations of peace. In the 1980's they found that Palestinian textbooks used Jewish stereotypes and vice versa in Jewish textbooks. For example, some Arab textbooks have repeatedly referred to re-building cities in the Muslim world. According to the institute, examples such as this one convey, "a heterogeneous and non-homogenous perceptions of these groups" (Teff-Seker, 2009, para. 5). Since the 1980's there has been some improvement in this but some stereotypes still exist in curriculum content today. In this case, stereotyping is embedded in the curriculum of the education system but may either be over exaggerated or under exaggerated depending on the teacher (Teff-Seker, 2009).

All of the above describe how schools may indirectly cause violence however; schools may also be a site for various forms of direct violence. Through a survey at a school in South Africa, Harber (2000) found that one in three girls had been raped or sexually harassed at school (as cited in Davies, 2004). Another form of direct violence that may be seen in schools is in the form of corporal punishment. In 2002, The World Health Organization released a *World Report on Violence and Health* and notes that corporal punishment (hitting, punching, beating, or kicking children) is "a significant

phenomenon in schools” (p. 64) and remains legal in at least 60 countries.

As mentioned above, an authoritarian role model can be detrimental to how children view norms in society. If teachers inform students what to do and how to do it, they may accept this as a way of life (Harber, 2004). Children become accustomed to directing others or receiving directions from others, and then communicate in this way. A more dramatic example is when teachers use physical or emotional methods of control, “they will reproduce this violence in their relationships with others” (p. 42) in the form of harassment, bullying and delinquent behaviours. In an interview, a teacher from Ghana reported on the main cause of rioting in and around the school premises due to lack of democracy within schools. He stated, that not all individuals fall into violent behaviours, but they are more often than not to accept this way of life when the school environment is authoritarian (Harber, 2004).

Above I have described examples of school situations that may perpetuate violence. However, it should be noted that the above examples are not representative of all schools. To prevent violence, it is suggested that, at the very least, schools move toward more democratic ways (Davies, 2004). Authoritarianism is often looked at as the opposite of democracy but it is also possible to have democracies that are more autocratic than others (Davies, 2004; Harber, 2004).

Authoritarian education. As mentioned above, authoritarian education is a fundamental issue within education system (Davies & Harber, 1998; Harber, 2004). When describing government regimes, authoritarian refers to political power that is not necessarily represented by the majority of citizens. Participation in and critiquing government is not encouraged and the best citizens are those who respect and follow

rules assigned by the few who are in power (Harber, 2004). In relation to education, there is not much of a difference. Within the education system authoritarianism is a teacher-centered model characterized by rigid, rote learning. In this system, students have little say in what is learned or how they learn it (Harber, 2004). There are historical roots and value that come with this form of education, which I will briefly describe.

Authoritarian approaches are rooted in essentialism. Essentialist doctrines hold that, “there are certain basic or essential knowledge, skills, and understandings students should master” (Martin & Loomis, 2007, p.48). Each student learns the same essential skills. This approach to education was popular during the industrial revolution when skills and knowledge were taught in order to meet the economic demands of society and has found to be popular in other time periods. A recent example of this was the government in Ontario, Canada from 1995-2002. Ontario premier Mike Harris’s “authoritative right-winged imagery” (Duchesne, 1999, para. 11) led to extreme budget cuts to Ontario’s education system. Along with these budget cuts came increased standardized testing across schools in Ontario, increased the number of required courses, the removal of principals and vice principals from participating teacher union bargaining units and an increased focus on raising standards in reading, math and science (Duchesne, 1999; Gidney, 1999).

This approach to education uses a teacher-centered model and often focuses on reciting essential facts provided by a knowledgeable teacher. Students are learners who are taught by teachers. In essentialist thought, the teacher is seen as the holder of the knowledge and is therefore responsible for the delivery of knowledge unto the students (Miller, 1996). Another major influence of traditional education includes B.F. Skinner’s

behaviouralist theory. From this point of view, human behaviour and the goal of education is to bring about desired behaviours from students. Any previous behaviour is irrelevant and it is the educator's job is to shape their students towards the desired behaviour. To do this requires an organized curriculum, reinforcement and/or punishment from the “knower” (Miller, 1996).

Democracy, human rights and critical thinking are often not present within schools (Harber, 2004). Authoritarianism, in both education and politics, is one of the largest barriers to peace building in conflicted countries (Harber & Davies, 1998). To understand how this nature of schooling came to be it is helpful to examine the brief history of it in education (Harber, 2004). In the early 19th century, schools were sites for routine, obtaining social order, and educating for mass production. Authoritarian organization has been used in schools and used to instill these habits of order, social control and production, all of which were influenced by the industrialization of societies. At the time, this model of education was beneficial to societies because there was an essential knowledge that was necessary for the industrialized world (Harber, 2004). This model spread into Japan and the Americas during British colonialism and the industrial revolution. Many developing countries accepted this model from Western society as *the* model for education, despite not being industrialized societies. Other countries accepted the westernized school system as the way that education ought to be, and therefore implemented similar policies and practices in their own countries (Harber & Davies, 1998). However, it was beneficial to bringing social order to these countries that adopted the model (Davies, 2004). The problem with education today, Ken Robinson (2006; 2009) suggested, that it is still basing the system on the same model despite differences in

society's needs. With the invention of the Internet and the wide effortless access to large amounts of information, it is no longer as necessary to provide the same amount of knowledge and facts as education systems did during the industrial revolution. So today, Robinson stated, we are boring youth and as a system, we need to reconsider what and how we educate youth today (Robinson, 2006, 2009). Although this model of education is widely used today, it does have its critics.

Critiques of authoritarian education. Through history, many individuals have critiqued the authoritarian model of education. In his book *Experience and Education* (1938), John Dewey introduced the idea of progressive education. Progressive education responds to the needs of the society and recognizes that education is related to the whole spectrum of life. If students are to learn, then they must be involved as participants in the process. In *An essay concerning human understanding*, Locke (1996) considers learners as *tabula rasa*, literally “blank slates”. According to Locke, individuals are born blank and without any preconceived mental content. Dewey rejected this idea and recognized that learning is a continuous process in which learners enter actively, bringing previous experience into a learning situation. Furthermore, progressive education would help promote and prepare individuals for a democratic society (Dewey, 1938). Dewey’s philosophy, in part, stemmed from his collaborative work and conversations with social activist Jane Addams. Jane Addams was the co-founder of Chicago’s Hull House. Hull House was a settlement house that offered language classes, kindergarten classes, recreation and clubs (Harkavy, 1998). Addams also believed that education was a foundation for democracy within society. Addams saw the value in engaging education in the greater society and did so to a great extent. This holistic approach had a focus

bridging education with community (Harkavy, 1998).

Another popular critic of authoritarian education is Paulo Freire, who was a key figure in the Latin American popular education movement of the 1960s and 70s. He criticized traditional education by claiming that it is dis-empowering to students and creates social injustice. Freire uses a “banking” metaphor to describe traditional approaches to education. In this view, students are empty bank accounts that are simply there to receive deposits from the teacher. The teacher is the only one who decides what is learned or banked by the students, and what is taught is seen as the only “acceptable currency.” According to Freire, “banking” inhibits learning, critical thought and creativity, all of which are necessary to a healthy society. This educational mode is monotonous and unattached to the reality outside of the school environment. Although traditional education results in children that know and can recite, they will not be able to respond adequately to circumstances in the real world (Freire, 1970). An empowering, autonomy supportive education produces students that are able to react and interact in a far more fulfilling manner with the outside world. The popular education movement in Latin America was seen as liberating to those involved as they were able to respond to current societal circumstances.

The value in “critical consciousness” was a central feature of Freire’s philosophy. Also known as *conscientization*, Freire believed that developing critical thought would allow students to gain an in-depth understanding of the world in relation to the self (1970). An additional focus of Freire’s philosophy was literacy. Illiteracy was related to powerlessness and lack of competence in individuals. According to Freire, literacy refers to reading both words and the world (Gruenewald, 2003). The role of the educational

leader is not only to teach facts, but also to teach students how to think critically about the world around them. Developing this critical consciousness along with gaining literacy, known as *critical literacy*, goes hand in hand with positive action in society (Freire, 1970). Critical literacy involves the “political and the personal, the public and the private, the global and the local, the economic and the pedagogical, for reinventing our lives and for promoting justice in place of inequity” (Shor, 1999, p.1).

Alternative democratic thinkers emphasized the importance of understanding how education systems must meet the needs of the learner. Education must foster the learner’s capacity to develop and contribute to society. For this to occur, one must understand who the learner is. Jean Piaget (1973) created a developmental theory based on stages. According to Piaget, an individual learns best when they are given the chance to actively engage in making discoveries. Learners take what they already know and apply it to the new situation. The learner requires an environment that allows him or her "to understand and to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition" (p.20). Above all, Piaget believed that aspects of play were essential to the development of intelligence (Piaget, 1973).

In the spirit of the above beliefs, Howard Gardner developed the theory of multiple intelligences (MI). MI theory has helped to shape how education can foster a learner’s development. Where a traditional educational leader may ask, “how intelligent am I?” Gardner invites his audience to instead ask, “how are you intelligent?” Gardner introduced the first seven intelligences in *Frames of Mind: The Theory of Multiple Intelligences* (1983) and added two more in *Intelligences Reframed: Multiple*

Intelligences for the 21st Century (Gardner, 2000). Since introducing MI in 1983, many agree that it is valuable to implement MI theory in schools (Campbell, 1996). The nine intelligences proposed by Gardner (1983) are: verbal-linguistic, logical-mathematical, musical, visual-spatial, bodily kinesthetic, interpersonal, intrapersonal, naturalist, and existential. Gardner increased our understanding of the multiple ways of “knowing” and multiple ways that learning takes place. Most traditional schools have focused primarily on two of the nine intelligences: verbal-linguistic and logical-mathematical. Those who lack these intelligences, or who are strong in other intelligences, are oppressed by a traditional education system. It should be noted that there are many other critiques of including Montessori, Waldorf, India’s Gurukul, Ivan Illich’s Deschooling and Free Skool. Exploring all counter movements is beyond the scope of this thesis but still recognized.

Aspects of violence within education have been described. I have touched on various forms of violence that are found within schools. As well, I have touched on deeper aspects of education systems that often perpetuate violence, such as authoritarianism and teacher-centered educational models. Now I bring a positive light to the literature review and discuss how schools have been, and have the potential to be, sites for nurturing peace.

Schools and Peace

Peace education. UNICEF defines peace education as:

the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict

peacefully; and to create the conditions conducive to peace, whether at an intra-personal, interpersonal, inter-group, national or international level (Fountain, 1999, p. 1).

The above definition parallels other definitions in the literature that are concerned with peace education as a vehicle towards peaceful worldviews of citizens. Peace education encourages an alternative to violence in situations where difficult choices may be necessary. An example of this is learning to tolerate others' opinions or beliefs (Harris, 2004). Peace education supports Galtung's (1969) concept of "positive peace" (Harber & Sakade, 2009). Likewise, Danesh (2006) stated that when educating for a society where conflict is resolved peacefully, there needs to be a change in the worldviews of citizens. A worldview that incorporates healthy conflict resolution is not something that can be directly taught. However it can be "caught not taught" through successful peace education approaches. Having fun and working together (physical education, for example) are important aspects of peace education (Harber & Sakade, 2009).

The role of education in peace building. Peace building strategies within education consists of fostering knowledge, skills and values necessary for long-term prevention of violence (Fountain, 1999). As part of a World Bank education team, Buckland (2005) examined education in 12 post-conflict countries, including El Salvador. In countries that have faced recent wars, youth seem to be associated with violence and crime. "Evidence from many countries suggests that...failure to address the needs of youth results in a growth in youth involved in violence and crime" (p.70). Buckland places education at the core of rebuilding a nation after war. With this he also cautions that if peaceful conflict resolution strategies are not emphasized in education, then a

system may in fact perpetuate itself as a site for conflict (Buckland, 2005). Cairns (1994), known for his peace research in Northern Ireland, also expressed that non-violence and conflict resolution strategies need to be in schools of post-war communities. Schools are the site for sustainable peace strategies.

Aguilar and Retamal (2009) have worked in the field of humanitarian education in Central America for over two decades. They recognize the importance of education in rebuilding a nation after conflict, and that attention needs to be focused on the youth in these countries. The authors gave suggestions to education in post conflict situations based on UNESCO's *First International Comparative Study* that found that classroom climate had the highest impact on student's learning (United Nations Educational Scientific and Cultural Organization, 2000). Aguilar and Retamal (2009) recognize that classroom-based activities associated with self-expression are essential to emotional and social development and well-being. Recreation such as play, sports and other social activities are extremely relevant and necessary to a quality educational environment. These activities allow youth increased forms of expression and are essential for expanding their knowledge of the world around them.

Additionally, Biton and Salomon (2006) examined a peace education program in over 500 Jewish Israeli and Palestinian adolescents. The one-year program emphasized psychological aspects of violence and peace along with equality and social relationships. Israeli students in particular expressed negative peace efforts as a means to peace in their community in the pre-program questionnaires. In the post-program questionnaires they were knowledgeable about positive peace (harmony, equality, relationships, all forms of violence) and strategies to obtain long-term peace. The authors cautioned that positive

peace education programs, while effective, will likely not lead to long-term peace on their own.

Harber and Sakade (2009) examined the implementation of a “positive peace program” in England where “education in democracy, human rights and critical awareness is not the primary characteristic of the majority of schooling” (p. 172). The program’s focus was peace-building skills such as problem solving, cooperation and collaboration. Cooperative activities were the core of the program and the program led by program leaders, not teachers in the school. The peace education program had been running in the school for five years at the time of the research. Students reported that the peace program was very different from “normal” school. Participants reported, “we were able to express our true feelings” and “learned how to respect others”. Teachers perceived peace education workers’ relationships as informal. They expressed that due to a heavy curriculum, more control is needed and that there is not time to have a close relationship with the children. It is clear that peace education initiatives differ from that of “normal” schooling (Harber & Sakade, 2009). Furthermore, the authors questioned the extent to which a program that supports peaceful relationships and conflict resolution strategies can ever be compatible, or co-exist within authoritarian educational systems (Harber & Sakade, 2009). Likewise, Yusuf (2011) examined the possibility of combining peace education within English comprehension lessons in Nigerian primary schools. The author recommends stories of love, selflessness, peace, disagreement and responsibility to be incorporated into reading comprehension lessons and addressed the challenge in doing so. Yusuf (2011) stated that in order for peace education to be effective, teaching styles must match the values of peace education. Teachers should be student-centered, creative,

collaborative and cooperative so that children are, “encouraged to be part of the national peace building network where they can make meaningful contributions and become part of the solutions themselves” (p. 827). Whether or not peace education program can coexist within authoritarian environments remains unanswered. However, based on the literature, it stands to reason that a democratic, child-centered learning environment is valuable to positive peace within an education system. According to Harber (2004), the authoritarian nature of schooling essentially works against most peace education programs. He suggested that increasing democracy within education systems will help to compliment peace in education. Authoritarianism and democracy should not be looked at in dichotomy but instead, as a continuum. It is possible for democratic environments to have authoritarian aspects and vice versa (Davies, 2004). Democracy in education will now be described, and as we will see, is argued as a major aspect of peace building and violence prevention in schools.

Democratic Education and Violence Prevention

Democracy may not be a be-all, end-all answer to violence in society, but that it is most certainly the first step before others will be considered (Davies, 2004). With regards to education, this means having a student-centered environment, increased communication, and increased involvement of students in school decision-making. In addition, human rights and equity ought to be central to all democratic processes in education (Davies, 2004). Davies stated:

Education on its own will not create world peace. Nor will a school be able to heal and control children living in violent or drug-related communities. I am not over-romanticizing the possibilities for schools. But I do think schools can interrupt the

processes towards more violence (Davies, 2004, p. 223).

In her book, *In Education and Conflict: Complexity and Chaos* (2004) Lynn Davies addressed issues of recreating democratic schools to help reduce violence in societies surrounded by conflict. The first step, Davies stated, is that schools must move towards more democratic methods. How these take place is also of concern. Democratic participation must be done with respect and include the views of the students (Harber & Davies, 1998). Davies argues that post-conflict countries must not revert back to previous methods of education, as those had a part in war in the first place. Instead, she argues for recreating an education that meets the needs of a society after war. Each context, she stated, may be different however one common theme to each context is the need for democracy (Davies, 2004).

Increasing democracy in education has been correlated with decreases in violence. Harber (1998) conducted a case study of a school in South Africa that was an all-white school (by law) until 1991. After 1991, the school desegregated its students and implemented an elected student council. The goals of the student council were to increase communication within the school, involve students in school decision-making, develop leadership skills and maintain a family-like culture within the school. The researcher conducted teacher interviews the year the council was implemented. Teachers reported that since the student council had been introduced to increase democracy in the school, there had been a decrease in discipline problems and a decrease in violence amongst students in the form of racial remarks (Harber, 1998).

In relation to schools, it has been suggested that there are different “levels of democracy”. At one end of the spectrum there are countries such as South Korea where

the government's goals of the education system are to promote democracy but the reality is that schools lack democratic ways. In South Korean schools, for example, rote-learning high academic competition and discouragement to ask questions is still evident (Harber & Davies, 1998). In the middle of the democracy spectrum exists schools that are making efforts towards democracy by either policy reformation or individual school reform. For example, Namibia recently banned corporal punishment and redesigned the curriculum to suit the needs of democratic education. Assessment was altered to not only focus on knowledge in the form of standardized tests, but now teachers are encouraged to reward students for what they understand and apply (Harber & Davies, 1998). Finally, at the opposite end of the spectrum exist schools that implement democratic education in policy and in practice (Harber & Davies, 1998). An example of this is Escuela Nueva, which will be described later in the literature review.

Leadership in Education

According to Hallinger (2003), quality school leadership is considered to be the most important contributor to student success. Leadership in schools comes in many forms, with school directors (principals) being one of the primary forms of leadership. The general role of the school director is to provide leadership and guidance to a school. This role can vary considerably depending on the values and efforts that the principal wishes to put forth (Hallinger, 2003). Hallinger, Bickman and Davis (1996) ask the question, "do principals make a difference on student learning?" (p. 528) in their study that aimed at discovering whether principal leadership had an effect on student reading achievement. Through questionnaires and student test scores, results demonstrated that principals who involve parents and the surrounding community in the school

demonstrated higher student achievement scores. Student success was also higher when the principals view the school as having a role in the greater society. The authors caution that student test scores were used to test student achievement in the study, but that that is not the only way student achievement should be viewed. They also view school principals as the key connection between educational policies in schools. Female principals are also seen as being more actively involved in the school than male principals. The reason is not known: however, it is suspected that this is due to female principals spending more years in the classroom before becoming principals than males do. Also, females tended to focus more on student learning than male principals (Hallinger, et al., 1996).

Michael Fullan is a Canadian scholar who is well known in the field of sustainable educational reform. Fullan (2005) stated that effective leaders are fundamental to sustainable educational reform. Sustainable educational reform is defined by, “the capacity of the [education] system to engage in the complexities of continuous improvement consistent with deep values of human purpose” (Fullan, 2005, p. ix). Successful school leaders are those who encourage social relationships, teamwork, have a vision for positive change and morals. According to Fullan, morals are defined as having a social responsibility (Fullan, 2002a). This educational leadership is required at all levels of the education system to be reformed. Successful change is likely to occur when global and local infrastructures are similar and transform processes are made clear at all levels of the system (Fullan, 2000). He also stated that change in everyday classroom practices could alter principals’ beliefs. If everyday practices are changed and these changes coincide with positive student success, their own attitudes and beliefs are likely to change

(Fullan, 2002a).

The role of school directors in less developed countries differs greatly. Clive Harber conducted fieldwork in Botswana aimed at capturing the lives of various school directors. He reported that the school directors dealt with situations that were not popular concerns in developing countries. One being that teachers in schools were often not trained or would often not report to school or if they did, would sometimes be intoxicated with alcohol. Another challenge to school directors in Botswana was dealing with expatriate staff and frequent staffing changes (Harber & Davies, 1998).

Although it is often ignored, school culture is important when looking at positive student achievement (Peterson & Deal, 1998). Deal (1993) defines schools culture as a “deep pattern of values, beliefs, and traditions that has been formed over the course of [the schools] history” (p. 7). A positive school culture is one that is holistic, yet also takes into consideration its learners and the community (Stolp, 1994). The leadership of the school is a key aspect in creating a school’s culture. Thus, school culture relies on the beliefs of its leaders (Staessens, 1991). Hallinger, Murphy and Hausman (1992) conducted in depth interviews with 15 school principals in the United States regarding their perceptions on educational reform of school based management. Principals voiced that they may be supportive of the educational reform, but their ability and experience may affect their ability to provide effective leadership during reform. They were unsure what the role of teachers and parents were in the reform process and how the process would ultimately affect the students.

The Salvadoran school director. In El Salvador, the educational leader (or principal) of the school is referred to as the “school director”. The role of the Salvadoran

school director was explored in a working paper that investigated the sustainability of Plan 2021 (Schiefelbein, et al., 2008). Specifically, the working paper aimed at exploring the educational priorities in the country. The paper included interview results of 25 school directors and their perceptions of their educational work. School directors reported paying more attention to administrative concerns than pedagogical concerns. This is, in part, because they perceive administrative repercussions to be greater. To the director, there appeared to be no repercussions if the students did not learn. Directors also felt a lack of clarity and support around their role and responsibilities. Despite these concerns, the school director remains the most influential individual in the school. Through interviews, school directors also reported a variation of educational leadership throughout Salvadoran schools due to their role not being clearly defined (Schiefelbein, et al., 2008).

When considering Salvadoran school directors, those previously identified cultural and historical contexts of the country that have been described must be considered. Many people have lived through the civil war and may be facing challenges themselves. As educational leaders they themselves may be emotionally damaged. Another factor that relates to educational leaders in El Salvador is the quality of education that they received, if any (E. Gutiérrez, personal communication, December 10, 2010). Many of the current school directors and teachers may have been subjected to authoritarian styles of educational leadership that were popular before and during the war. Furthermore, teacher training was significantly decreased at the outbreak of the civil war, resulting in many un-trained educational leaders (Mandigo, et al., 2010; Scheper-Hughes & Bourgois, 2004).

School Physical Education as a “Possibility of Hope”

Many peace education programs exist outside the education system or as non-formal schooling but in order for sustainable change to occur, she stated, change must come from within the system. In other words, positive changes within the system will increase the likelihood of recreating an education system that meets the needs of present and future society (Davies, 2004). When promoting peace and nonviolence through education Davies (2004) stated that,

Top-down, imposed packages, even peace education, with generate adaptability, but this is not guaranteed to shift a complex system to new forms of working and thinking unless most or all are somehow involved in finding a ‘fitness of purpose’. (Davies, 2004, p.203).

Within education systems, there are various entry points, or possibilities of hope, to increasing democracy. An example of this is Columbia’s La Escuela Nueva (Davies, 2004). La Escuela Nueva is a program that offers alternatives within rural Columbia’s formal education system. Reacting to low education rates and high dropout rates in rural Columbia, La Escuela Nueva began in the 1970’s as a means of addressing these issues. It incorporates guided learning where one grade may take longer than the traditional one year (because many youth are needed to work at home during farming season). The program also includes a community garden and sports field and has higher rates of achievement than those not part of the program (Torres, 1992). A second aspect of peace education that has been downplayed in the literature is adding aspects of humour and fun. In particular, Davies (2004) addressed peace education amongst child soldiers and the benefits that games and fun may have in preventing violent thoughts. The author did not

provide details regarding the type of games required for this outcome to occur.

Physical education is another alternative from within the education system. Physical education combines both aspects of peace education strategies that Davies feels are generally lacking from these initiatives. Although not always recognized as an important school subject, there is increasingly more potential in the subject to act as a vehicle for teaching nonviolence and life skills to youth living in post-conflicted areas (André, 2010; Mandigo, 2011). The benefits of school physical education have been extensively examined. In *Peaceful perspectives: peace education, educating for peace*, Sellers (2004) stated that physical education holds “possibilities for educating for peace more obvious than any other learning area” (p. 236). This is because it may include intra-personal development, social skills, relationship building and establishing respect for others, all essential of peace building. In addition, Article 1 of the UNESCO International Charter of Physical Education and Sport states

Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his [or her] personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life (Article 1 of the UNESCO International Charter of Physical Education and Sport, 1978).

Throughout history there exists documented evidence of the physical benefits of physical education. Plato reminds us that, “the moral value of exercises and sport far outweigh the physical value” (Plato as cited in Cohen, 1977, p.6). From a holistic perspective, a focus on physical development is not enough. This section will focus on a

holistic approach to physical education as we shall see, are linked to problems involving violence prevention.

Humanistic Physical Education. Many holistic physical education programs have adapted humanistic qualities based on humanism, or a “concern for mans social and emotional well being” (Hellison, 1973, p.3). In an education system, this definition can be translated as putting children first; putting children before winning and grades. A humanistic approach focuses on the holistic development and assists each individual in making sense of his or her own mind-body-world connection (Hellison, 1978).

Central to social and emotional well-being is the development of the self, where “the individual comes to think of his own body as special” (Gardner, 1983, p. 236) Gardner goes on to state:

The body is more than simply another machine, indistinguishable from the artificial objects of the world. It is also the vessel of the individual's sense of self, his most personal feelings and aspiration, as well as that entity to which others respond in a special way because of their uniquely human qualities (p. 235-236).

The goal of a humanistic approach is the exploration of the question of “Who do I *want* to be?” (Hellison, 1978, p.5). In other words, self-motivation is the goal of humanistic physical education (Hellison, 1973). Related to this goal are other scholar’s works of self-actualization (Maslow, 1943) and self-determination (Deci & Ryan, 1985), both qualities that view youth as agents in their own actions (Eccles & Gootman, 2002). According to Maslow, basic needs are hierarchal. Before one achieves self-actualization, the previous physiological needs of safety, love/belonging and esteem must be met. Self-actualization occurs when one realizes his or her potential and possesses the ability to

make his or her own choices (Maslow, 1943). According to Ryan and Deci (2000), there are specific nutriments that lead to self-motivation. Competence, relatedness and autonomy are the basic psychological needs that lead to self-directed behaviours.

Psychosocial perspectives on youth development are related to the physical body. Physical education can begin to “bring our inner self, our body and the world closer together” (Hellison, 1978, p.11). Humanistic physical education (HPE) is a holistic, child-centered approach to teaching physical education and can have positive effects in other life contexts (Martinek, Hellison, & Johnson, 2001). Hellison (1973) first introduced humanistic physical education and it has since been used to promote youth psychosocial development (Martinek & Hellison, 1997).

The nature of school physical education makes it an ideal environment for psychosocial development. The environment allows for teachers to interact with students and further build and reinforce the teacher-student relationship. The interactive environment also allows a teacher to get to know youth culture (Hellison, 1973). The environment encourages holistic learning; it is a place for students to explore their body and its connection to the world (Hellison, 1973). Youth are challenged, encouraged to be creative, and solve problems together, all of which are skills that prove useful in the real world when youth face similar problems. When compared to other subjects in school, physical education is an ideal environment for psychosocial development. The “fun factor” in physical education also can contribute to a holistic, positive school environment. “Laughter”, as Walt Disney said, “is not the enemy of learning.”

Physical Education and community development. Lawson (2005) examined physical education’s ability to contribute to governmental policies aimed at community

and social development. She argues that physical education can offer improvements to development initiatives that are already in place. Health and well-being are fundamental to developmental initiatives. Quality physical education programs are therefore a worthwhile investment for governments. Unfortunately, she stated, these programs are not being used to their potential and it is essential to continue discourse on the developmental potential of school physical education programs. Lawson also questions whether development based school physical education programs have the ability to coincide with professionals who do not view physical education as a social development tool. This argument confirms the value of continued discourse and research in the field (Lawson, 2005).

Development of life skills through physical education. Life skills are those skills that help individuals with the demands of everyday life (Papacharisi, Goudas, Danish, & Theodorakis, 2005). In 1998, The World Health Organization (WHO) participated in an interagency meeting regarding life skills and strategies to implement life skills education. According to the WHO, five general areas of life skills are: problem solving, critical thinking, communication, self-awareness and to cope with emotions and stress (World Health Organization, 1999). Researchers have expressed that sport and physical education are ideal tools for fostering life skill development (Hellison, 2003; Jones & Lavalley, 2009; Papacharisi, et al., 2005). Researchers agree that in order to use sport and physical education as a mode of life skill development, programs must be developed with that goal in mind. To demonstrate this, Papacharisi et al. (2005) implemented two sport programs; one with a focus on life skills such as goal setting and problem solving, and one without a focus on life skills. The students in the experimental group reported to have

greater knowledge of life skills and greater perceptions of their own ability to implement these skills into everyday life. The authors conclude by questioning if these life skills actually transfer to other aspects of life. Life skills through sports was examined through a high school soccer team who's coach was known for being an effective leader (Holt, Tink, Mandigo, & Fox, 2008). Interviews with high school soccer players demonstrated that initiative, teamwork and respect were perceived skills learned through the soccer team. Authors conclude that it was the coach's relational philosophy and respecting one another, not the sport itself, that brought out these positive aspects. It was also questioned whether or not the soccer players learned the skills through the sport, or that these skills were expressed through soccer (Holt, et al., 2008). Consistent across life skills interventions, is the extent to which these skills transfer to other environments (Gould & Carson, 2008; Holt, et al., 2008). The WHO has suggested that the attribution of life skills would be an asset to addressing concerns such as gender equity, violence, HIV/AIDS and poverty, however more research is needed on how this can be effectively done (World Health Organization, 1999).

School Physical Education as peace education. Examples of school physical education, as peace education, are evident in both theory and practice. Ennis's (1999) "sport for peace curriculum" was created to address violence, improper language use and forms of harassment in urban settings. The authors of the curriculum are critical of traditional skills-based physical education because it mainly benefits only highly skilled individuals. To confirm their approach, Ennis et al. (1999) obtained perspectives from students and teachers during a yearlong study. The three-phase study included baseline data, sport for peace training and implementing the sport-for peace curriculum.

Interviews consisted of students who were normally disengaged in physical education and physical education teachers. After phase-three, students reported more willingness to participate. They also expressed teamwork, respect, and confidence in leadership roles such as officiating and score keeping. Implementation of the sport for peace curriculum demonstrated to have positive effects on sense of trust, caring and healthy relationships, both in and outside the physical education classroom. The authors conclude that the “Sport for Peace” curriculum is an effective tool for fostering qualities of peace (Ennis et al., 1999).

School Physical Education as violence prevention: Salud Escolar Integral. Salud Escolar Integral (SEI) is rooted in Hellison’s humanistic physical education principles and was created to prevent youth violence in El Salvador (Mandigo, et al., 2010). In collaboration with governmental organizations, non-governmental organizations, universities and local community leaders, SEI’s goals are to contribute to violence reduction and prevention in El Salvador and provide a model for physical educational reform. SEI researchers believe that the delivery of quality physical education programs in schools can help foster a healthy school climate leading to healthy youth development. To date, SEI has begun a teacher-training program at a local university in hopes that these teachers will move on to contribute to physical education as a healthy means of youth development. In addition, SEI hopes to contribute to youth violence prevention in El Salvador (Mandigo, n.d., p.3). Mandigo et al. (2010) used a mixed-method design to examine the perceived benefits of physical education to those involved in the new physical education training (known as a profesorado) program. Both faculty and university students reported benefits of physical education such as community building,

violence prevention and qualities of holistic youth development. Results reflected that, “simply throwing a ball out and telling children to play with not result in the kind of social change that is needed” (Mandigo et al. 2010, p. 17). The potential of change can be reflected in pedagogy, which participants addressed as a challenge in delivering effective physical education programs. Participants demonstrated having the desire to participate in community events in order to enhance these skills.

SEI’s approach to reducing violence in El Salvador is in line with Article 3 of UNESCO International Charter of Physical Education and Sport (1978):

Physical education and sport programs must be designed to suit the requirements and personal characteristics of those practicing them, as well as the institutional, cultural, socio-economic and climatic conditions of each country.

Additionally, a humanistic physical education program can foster healthy conflict resolution strategies and healthy relationships in order to create peace and nonviolence within schools and communities (Mandigo, et al., 2008). According to the SEI approach, humanistic physical education program is rooted in principles of social and emotional health, positive life skills, student-centered and values based education.

Addressing the, “Should the Canadian Researcher Stay at Home?” Debate

Past literature has debated the benefits and disadvantages of conducting research in another culture or country. I will argue that it is valuable for researchers to conduct research in another country or culture. Specifically, researchers have discussed and debated the idea of North American researchers researching in countries other than their own. It has been debated if and how researchers from developed countries should approach conducting research in a developing country (Shaw, 2004, Troyna and

Carrington 1993, Haw 1996). This topic is becoming more and more relevant with globalization and the increase in multiculturalism in North America thus the increase in cross-cultural research (Shaw, 2004). Various questions and concerns have been brought up in the literature: does one have the right to be critical of another culture? Can one analyze translated data? How does one remain ethical to the country where the research takes place? These are all questions that have come up in the literature regarding North American researchers going abroad. Being a Canadian researcher in a foreign country, I believe I have gained valuable insights to this debate.

One may argue that it is impossible to research in another culture. For example, Troyna and Carrington (1993) argue that researchers of another race or culture will have problems conceptualization the data correctly and that it is impossible study another culture. They state, "white researchers cannot elicit meaningful data from black respondents...because data is interpreted by white researchers" (p. 107). In regards to the data analysis phase, Shaw (2004) suggested that data that is analyzed by an outsider is not as accurate as if someone of the same cultural group analyzed it. This is especially true when a different language is involved, she stated (Shaw, 2004).

On the other hand, scholars such as Tinker and Armstrong (2008) argue that there are many benefits to being an "outsider" in a research project and that literature does not focus on these benefits enough. In their experiences they see three main benefits to being an outsider. For one, participants have felt more comfortable someone who is an outsider. Secondly, the distance that an outsider may have may also be beneficial because it may allow for a neutral standpoint from someone who is not affected by a culture's history. Finally, in the analysis phase, an outsider may be able to be at a healthy distance to

criticize, “everyday assumptions” (p. 58) that may not be as clear to someone from the same culture or country.

Haw (1996) stated that it is not a question of *if* a Canadian researcher goes abroad but *how* one does so. This is similar to Haws’ (1996) beliefs that she addressed with reference to her research experience in Muslim schools. She has seen many benefits from researching another culture. Like Tinker and Armstrong (2008), Haw feels that participants have opened up to more because she is an outsider and that she brings a unique, neutral perspective to students’ experiences in Muslim schools. She also stated that we cannot only research the familiar but we also cannot make assumptions about similarities between what is different. On the other hand, researchers’ awareness of the differences is important, but one should not only focus on the differences. If we do this we may miss and forget about what is universal among humanity; the differences ought not to control every phase or moment of the research process (Haw, 1996).

Tomlinson, Swartz and Landman (2006) address this debate with a focus on the research relationship. “Parachute” research is the term given to research where only the researcher from the developed country benefits from the project. An example of this may be when a researcher travels to a less developed country to collect all the data he or she needs to write research results. This form of research has little to no effect on the less developed country and is discouraged by some academics (Tomlinson, Swartz & Landman, 2006; Costello & Zulma, 2000).

Another issue relating to research in a less developed country is sustainability. Dr. Mandigo and Dr. Corlett, both head researchers of SEI, describe sustainability in relation to the El Salvador project. As researchers, they believe that one should eventually work

themselves out of the project and that local leaders should eventually take it on as their own (Mandigo, 2011).

Conclusion

The World Health Organization (2009) stated that an increased amount of research is needed in the field of violence prevention, “particularly in developing countries” (p. 1). Aside from examining the teaching training program, there has been no research that has documented perspectives of SEI from within Salvadoran schools. In the literature review, I have reviewed literature regarding how schools may perpetuate violence and/or peace. Additionally, I have outlined the importance of the school director in schools and specifically, in less developed countries such as El Salvador. I then explored physical education and the potential role that a humanistic approach to physical education may have in preventing violence within the education system. This was followed by literature regarding international research. As we have seen from the literature, school physical education is speculated to be a means of violence prevention. This study aims to obtain perspectives of physical education from school directors. The study also aims to gain school directors perspectives of whether or not physical education is a possible solution to preventing violence. *How* physical education may prevent violence is of particular interest in the current study. School directors’ perspectives are analyzed in relation to youth violence prevention in El Salvador. This research will add to existing literature and document evidence regarding this phenomenon. Moreover, it will contribute to knowledge and future practice of the Salud Escolar Project in El Salvador.

Chapter 3: Methods

This chapter will outline the methods that I used for the current study. Throughout the research process, it was important for me to remain open-minded and flexible as research methods altered from what I had originally planned. In this section, I will include my reflexivity of the research process and outline the completed research process. First, I will outline my approach, reflexivity, methodology and address issues related to quality and research ethics.

Qualitative Research

Phenomena can either be explored quantitatively or qualitatively. Quantitative research uses objectivity and numerical values to test a hypothesis in a linear fashion. Qualitative research is concerned with discovering meaning behind human behaviour to an extent that quantitative research cannot provide (Patton, 2002) and was used in the current study. Denzin and Lincoln (2005) outline characteristics that differentiate qualitative research from quantitative. The qualitative researcher “accepts postmodern thought, is attentive to an individual’s point of view, examines constraints in everyday life and engages in rich data collection techniques” (p. 12). These researchers are concerned with how and why certain behaviours occur and how people make sense of their experiences. They “stress the socially constructed nature of reality, the intimate relationship between the researcher and what is being studied, and the situational constraints that shape inquiry” (Denzin & Lincoln, 2005, p.10). Qualitative research tends to look at the relevant questions holistically and within the larger social context (Willis, 2007) which will be parallel in my critical-interpretive approach to the current study. This

section will outline my research methods and research design. Flexibility and openness are common (Patton, 2002) and were considered in the current research process.

Epistemology

Epistemology refers to the researcher's view of knowledge and truth (Willis, 2007). In others words, "how do we see the world and how do we know what we know?" (Patton, 2002, p.134). At one end of the spectrum is the positivist viewpoint. Positivism is related to scientism and assumes that reality is objective. To a social constructivist, reality is socially constructed by the interactions between human beings and the environment around them (Willis, 2007). Individuals are able to give meaning, thought and emotion to social interactions and what is produced from these interactions. Constructivism paradigm lies at the opposite end of the epistemological spectrum. Phenomena are studied and understood within a context and findings from one context are not necessarily generalized from one to another. This worldview applies equally to both participants and the researcher. One who holds this paradigm is interested in how participants give meaning to a certain phenomenon (Willis, 2007). In the current study, I explored the meaning that participants give to themselves and school physical education. From the constructivist viewpoint, I was interested in gaining a better understanding of school director's constructed realities regarding physical education.

A Critical-Interpretive Approach

According to Smith (2000) much of educational research is limited to positivist and quantitative approaches. Though this research is still valuable and provides useful information, there is a need for research that provides both a way to understand and

improve educational situations. Critical research is based on uncovering relationships that may or may not involve concepts of power, hierarchy or dis-empowerment (Willis, 2007). Within critical research, “one of the most important aspects of a critical theory-informed qualitative research involves the often-neglected domain of the interpretation of information” (Kincheloe & McLaren, 2005, p.311).

A critical-interpretive standpoint in educational research allows a researcher to “critically investigate schooling objectives and processes to explore how the educational system may be implicated in reproducing marginalized youth’s academic failure and delinquency” (B. Smith, 2000, p.293). Critical-interpretive research in education has a goal of interpreting and critically assessing education *in relation* to the greater good of society (B. Smith, 2000). The value of the critical-interpretive approach has also been proposed for use in less developed countries. In this context, it not only allows “the discovery of how specific conceptions, social practices and functions lead to various behaviour adoptions...but also provides an edge for critiquing the forms of domination” (Kabanda, 2009, p.3) .

For the reasons above I used a critical-interpretive approach in the current study. I aimed to understand school directors and their perspectives on what physical education can mean in school and in El Salvador. Smith (2000) argues that a critical-interpretive viewpoint allows one to understand and critically think about how to make “better” educational environments that foster healthy youth development. Perspectives on school physical education were examined *in relation* to youth violence prevention.

Reflexivity

A qualitative researcher must depend on the recognition that interpretations are

shaped by the researcher's own historical and cultural experiences (Creswell, 2003, p.8). Throughout the process it is beneficial to the study's quality if the researcher is open about his or her experiences prior to, during, and after the study has been conducted. Reflexivity refers to the process of the researcher reflecting critically on the self during the research process (Denzin & Lincoln, 2005). Reflexivity is popular in qualitative research and is also a way of "emphasizing the importance of self awareness, political/cultural consciousness and ownership of one's perspective" (Patton, 2002, p.64). Quality of the research is increased when the researcher engages in reflexivity, for it allows the audience to be aware of how the research is shaped by the researcher. This process can involve reflecting on interviews, participant interactions, stages of research and various choices made throughout the process. Reflexivity can be a process of research discovery and also self-discovery (Denzin & Lincoln, 2005). It may also consist of the researcher being open and explaining the personal connection to the research topic. This is referred to as "locating myself" in the research process (Creswell, 2003; Patton, 2002). As suggested by both Creswell and Patton, I will describe my previous experience that contributes to locating myself in my research topic.

I have had a passion for sport and physical education for a majority of my life. For as long as I can remember, I was involved in team and individual sports. I truly believe that this involvement continues to contribute to my development. On multiple occasions I have witnessed the power of sport and physical education but will describe two instances that stand out among them. The experiences that have brought me to my current research topic both occurred in El Salvador. In Spring 2008, I had the opportunity to live in two Salvadoran communities. While living with two different families, I noticed the

lack of adults the children had to look up to (over 75, 000 Salvadorans were killed during the war and many Salvadorans currently live out of the country). I also heard locals speak of the struggles with violence and noticed that a lot of the toys in the households were toy guns. The children in the households I lived in rarely even went to school. I returned to El Salvador in 2010, visited various schools and participated in physical education class during a couple of visits. I noticed many things during these visits: students came to school early for physical education class, students were laughing and learning games at the same time, teachers and students were having fun *together*. I began to think about the role of physical education in relation to violence in El Salvador. How can physical education contribute to violence prevention in El Salvador? Through conversations with locals, I was informed of the power that the school directors have at each school in deciding what subjects are taught. Patton (2002) encourages the reflexive qualitative researcher to think about what is known in relation to the researcher's "next step." It was this experience that led me to the next step and my place in exploring the role that physical education might have in complementing long-term peace efforts in El Salvador. More specifically, I desired to engage in conversations with school directors regarding this phenomenon.

In addition to these experiences, I have gained passion and experience for qualitative research through this research process. I have also gained insight to the field of qualitative research that may be helpful to other qualitative researchers. I had originally proposed a multiple case study design. During the process of the research I realized that this was no longer possible and that I would not have the data required for a multiple-case study. The proposed research design included field notes and reflections

from the local research assistants. However, since these were not available I altered the research design to best suit the data that I was able to collect. A single case study design was utilized and will be described below.

Situating the Research and Researcher's Role

The current study was made possible by the previously established partnership between Brock University's *Centre for Healthy Development through Sport and Physical Activity* and Universidad Pedagógica de El Salvador. The partnership and the *Salud Escolar Integral* (SEI) project were both established in 2005. This partnership led to a multi-phase research study funded by Social Sciences and Humanities Research Council of Canada (SSHRC). The overall purpose of this multi-phase research study was to examine the impact of physical education in schools from the perspectives of students, teacher and school directors. This research also aimed to examine baseline data, collected at the beginning of the school year, in relation to data collected at the end of the school year. Lead researchers for this project included Dr. Mandigo, Dr. Corlett (from Brock University's *Centre for Healthy Development through Sport and Physical Activity*) and Dr. Ticas (from Universidad Pedagógica de El Salvador). The current thesis is looked at as part of this multi-phase research project as it examines baseline data from school directors. Results from the current thesis will be utilized in examining the results from the larger research project. Results will be compared to results from school director interviews collected at the end of the school term. Results from this thesis will also be compared to results from teacher and student interviews. Overall, this thesis is a contributor to gaining a holistic perspective of physical education within schools in El Salvador.

The current thesis required working with research assistants from Universidad Pedagógica de El Salvador. The local research assistants and myself engaged in a research training facilitated by Dr. Ticas, Dr. Mandigo and Dr. Corlett. Research timeline and responsibilities of researchers and research assistants were discussed at this training session. Local research assistants were responsible for selecting participants, obtaining informed consent, interviewing participants and translating/transcribing the interview data. At the research training session, local research assistants were also given the opportunity to practice interviewing and were provided feedback from the research training facilitators. My role as a researcher was to provide guidance and feedback for any questions that the research assistants had throughout the research process. The research assistants also provided me with frequent updates on the status of the research and any challenges that arose. Once the interviews were transcribed, my role was to analyze the interview data that was collected by the research assistants. Throughout the research it was evident that the research assistants and myself individually acted as members of a research team. The research partnership will be addressed in detail in a subsequent section.

Methodology

Case study. There are many forms of research methodologies within qualitative research. The research methodology may act as both a tool and a guide for the research (Yin, 2003). The current research is framed in case study methodology. A case study is a popular qualitative research design that aims to explore real people in real-life contexts (Yin, 2009). Case study methodology involves the exploration of a particular “bounded system.” The bounded system is social, has a purpose and context (Creswell, 1998). In

this case study, the case is the school directors. Each school contains a physical educator who has graduated from the SEI teaching training program at Universidad Pedagógica de El Salvador.

Case studies seek to answer questions of *how* and *why*, which can be combined with *what* questions (Yin, 2003). As mentioned, my interested lies in the role of physical education in El Salvador, according to school directors. I aimed at exploring how teacher's perspectives mirror humanistic physical education and how school directions think physical education can contribute to youth violence prevention in El Salvador.

To help define the "case" that was studied, the research must also consider what was not studied (Merriam, 1998). No school director from outside the country of El Salvador was interviewed in this research. In addition, school directors without a physical education teacher from Universidad Pedagógica de El Salvador's teacher training program were not included in the research. In addition, perspectives from other members of the school (teachers and students) were not included in the study. The research setting and context will now be described.

Locating the site/individual and gaining entry. The previously established partnership between Brock University's *Centre for Healthy Development through Sport and Physical Activity* and Universidad Pedagógica de El Salvador allowed for gaining entry to gatekeepers. Patton (2002) suggested that building rapport and negotiating with gatekeepers are both important step in gaining entry. In this case, it was essential to both build rapport and converse with gatekeepers on an ongoing basis. In the current study I worked with local research assistants. The initial gatekeeper was Dr. Pedro Ticas, director of investigations at Universidad Pedagógica in El Salvador. A secondary gatekeeper was

Jessica Cerritos, translator and research assistant for the SEI project. Dr. Pedro Ticas selected research assistants who are experienced researchers hired by Universidad Pedagógica de El Salvador. The assistants located the school sites, arranged for transportation to the site and collected the data. Throughout the research process, there were research meetings and scheduled updates with the research assistants. This was also an opportunity for the research assistants to discuss any concerns with the research prior to and during data collection. On four different occasions we were able to meet in person and I communicated either via email or conference call throughout the study.

The research partnership. During the current study, I had the opportunity to work with local researchers and research assistants. On many occasions I found myself thinking about my relationship with whom I worked with in El Salvador, as a healthy partnership is more effective. There is not a great source of literature on research partnerships between developed and less developed countries despite the increasing popularity of this form of research (Tomlinson, Swartz, & Landman, 2006). Costello and Zumla (2000) discuss various models of international research relationships. Their “partnership model” best represents the research relationship. A partnership model occurs when a project or research is lead by local researchers or local academics. Decisions are determined by “expatriate academics” (outsiders) working together with local experts (insiders) on all decisions regarding the project. According to Costello and Zumla (2000), this model increases the likelihood of influencing policy and practice. One drawback, they state, is the increased demands on the locals involved and a high amount of trust needed from the expatriate academics (Costello & Zulma, 2000). In the current research, I felt that I needed to put a lot of trust into the research assistants. From my perspective,

we adopted this “partnership model” throughout every phase of the study.

Research setting. Data was collected in El Salvador, the smallest and most densely populated country in Central America. The country’s population is estimated to be just over 6 million and has over 2 million citizens living abroad. El Salvador achieved independence in 1821 and has a national language of Spanish. In 2008, 61% of the population lived in urban areas and this number continues to grow (Central Intelligence Agency, 2010). Economically, the country is recovering from a recent military regime. Extreme poverty was halved in the 10 years following the war but this progress has since been slowed. Currently the country is facing rising food prices, rising unemployment rates and a loss of export markets. After reaching the highest gross domestic product (GDP) in 2007 of 4.7%, the highest in over a decade, current GDP is expected to sit around 1.25% due to the recent international economic crisis. Violence, mostly in the form of gangs, is negatively affecting the economy (The World Bank, 2010).

The education system is organized into categories of basic, secondary and tertiary. Basic education usually begins at about age five and lasts nine years. Secondary education lasts three years. One who completes secondary education will receive a “bachillerato”, similar to a high school diploma. Basic education is currently in reform and enrollment rates have increased since the end of the civil war in 1992. Not every Salvadoran has access to education, especially in rural areas where many live on less than \$1 a day (The World Bank, 2010).

The research context. It was mentioned above that case (school directors) study participants and sampling are bound together by a particular context. In this case study, the binding context is the presence of physical educators who had graduated from

Universidad Pedagógica de El Salvador's teacher training program. Mandigo et al. (2010) described the teacher-training program:

The Development of this novel PE undergraduate program was founded upon the development of the pedagogical and professional knowledge needed to deliver PE programs in schools, and upon humanistic principles which support the type of social reform sought by so many across El Salvador (Mandigo, et al., 2010, p.6).

This context was consistent across each of the school director's schools involved in the study. School locations are labeled on a map of El Salvador in Appendix A. The specific locations (municipalities and zones) of participants can be found in Table 7.

Data Collection

As with most case study research, qualitative interviews were the primary source of data in my study (Yin, 2003). Perspectives from the research assistants were used as a secondary source of data. Documents served as background information but were not analyzed by the researcher. The documents assisted in my understanding of the physical education curriculum in El Salvador as well as understanding homicide rates in the municipalities of the participants. Information regarding the specific documents and their purposes will be described below. Data was also supported by a reflexivity journal. Data triangulation in case study research is considered a best practice and contributes to the trustworthiness of the research. Data triangulation refers to drawing conclusions from multiple data sources (Patton, 2002). Although this was my original intention, this study did not have data triangulation. More will be said about this particular limitation to this present study in a subsequent section.

Purposeful participant sampling. In case study research it is common to select

participants based on criteria that will best suit the researcher's question. Creswell (1998) stated that the importance of purposeful sampling is to "select cases that show different perspectives on the problem" (p. 62). These are strategies one may take to ensure "information-rich" data (Patton, 2002, p. 243). In the current study school directors that had a physical education teacher teaching in the school were selected. Specifically, the physical education teacher was trained with a humanistic approach to physical education in Universidad Pedagógica physical education program. Each physical education teacher had either graduated from the physical education teacher-training program at Universidad Pedagógica or were doing their placement at the school partially fulfill their degree requirements. All participating principals were given a letter of invitation (see Appendix C).

The number of participants in case study research depends on the purpose of the research and the criteria for the bounded case (Merriam, 1998). The research assistants purposefully selected fifteen school directors whom met the criteria for the case. At the termination of the data collection phase I was informed that one interview could not be retrieved due to technical issues with the interview recorder. I was also informed that for two of the participants, half of the interview questions were not asked. Therefore, this study involved twelve participants from various municipalities in El Salvador. Each participant was assigned a participant code (CE XX) by the local research assistants and assigned a number. CE stands for "centros escolares", translated into school centre in English. The twelve participants were included in the study are labeled CE 04, CE 07, CE 08, CE 09, CE 12, CE 13, CE 15, CE 16, CE 17, CE 18, CE 19 and CE 20. The specific locations of the participant's schools can be found in Table 7. The study included

perspectives from the five research assistants who were involved in the study. These were labeled RA 1, RA 2, RA 3, RA 4 and RA 5.

Qualitative interviews. One of the most importance sources of information in case studies comes from interviews (Yin, 2009). According to Kvale and Brinkman (2009):

The research interview is based on the conversations of daily life and is a professional conversation; it is an inter-view, where knowledge is constructed in the inter-action between the interviewer and the interviewee (Kvale & Brinkmann, 2009, p. 2).

Interviews can be structured, semi-structured or open. In this case study, semi-structured interviews were used (see Appendix E). Semi-structured interviews can be thought of as a conversation with a purpose; “it is semi-structured-it is neither an open everyday conversation nor a closed questionnaire” (p. 27).

In December 2010, I was able to meet up with the research assistants and participate in a research training in which semi-structured interviews were discussed. To my understanding on that day, the research assistants were competent in conducting semi-structured interviews. Once I received the interviews transcripts, I noticed there was very little probing and the interviews were structured. Because of this, the interviews were shorter in length than originally planned. This is discussed further in the “resolving field issues” of the thesis. The lack of probing in the interview can be looked at as a limitation in the study and will be discussed in Chapter 5.

Documents. Documents are relevant to every case study project and were used to support interview data. Yin (2003) notes that documents are useful when they relate to

data collected in interviews. Documents are beneficial as they are unobtrusive, exact and stable information. Two documents were used to support the study.

Educacion Física: Tercer Ciclo de Educación Básica. This document is a policy document from Ministerio de Educación de El Salvador and was last updated in 2008. The document was translated into English and was beneficial to the current study by providing policy-level information. This document was helpful because the curriculum was often referred to in the interview responses. It provided me insight and an overview of the physical education curriculum that was followed in some participants' schools. Although helpful to my understanding of the physical education curriculum in El Salvador, this document was not used in data analysis because it only represented El Salvador's third grade cycle (grades seven through nine). Another document that was utilized included demographics of the various municipalities in El Salvador.

El Salvador: Mapa de Violencia y su Referencia Historica. This document is from the *Centro de Monitoreo y Evaluación de la Violencia desde la Perspectiva Ciudadana* and was published in 2008. This document is the most recent information on homicide rates of each municipality that was found. It should be noted that it is possible that a more recent copy of this information exists that isn't provided to the public. The maps used in the current study utilize *Freeman-Tukey Transformation*, which controls for variations in population. Each municipality was given a rate of homicides per 10, 000 residents.

In discussions with the research assistants, I was informed that participants who were located in "more violent" areas addressed issues of violence prevention to a greater extent. This document was used to map each participant location in relation to number of homicides. Maps of each participant location can be found in Appendix B.

Resolving field issues. Resolving field issues are often a part of qualitative research (Cresswell, 1998). In the current study, this was important in resolving two separate field issues that arose during the study. The first was regarding data collection. Initially I thought that the interviews were going to be at approximately sixty minutes in length. During a visit to El Salvador, I found that they were twenty-thirty minutes and had less depth to them than I had originally planned on collecting. Attempting to bring more depth to the interviews, I explained to the research assistants the terms “semi-structured interview” and “probing” (Kvale & Brinkmann, 2009). Because I did not conduct the interviews myself, this was something that was out of my control. For future researchers I would recommend clearly explaining those terms before interviews take place. I later discovered that the interviews were shorter in length because the research assistants were not at each school for long amounts of time. Because of this, the research assistants felt pressed for time while conducting the interviews.

The second field issue arose during storing of the data. Data was initially stored by the local research coordinator and was misplaced during this phase. I was told that the digital recorder was stolen and that six interviews went missing. Brock Research Ethics Board was informed that this occurred and that the data was locked through a remote wipe function installed on the stolen ipod. Since the data was locked on the recording device, no one was able to access the data. The local research coordinator informed the six principals that this occurred and the interviews were re-done.

Storing data. The interviews were first documented with a digital recorder. Digital recording of each interview, though in Spanish, was given to Dr. James Mandigo for storage. Jessica Cerritos, translator and research assistant for the project, transcribed

the interview data. This refers to the process where oral speech is translated to written text (Kvale & Brinkmann, 2009). Since interview responses were in Spanish, Jessica Cerritos transcribed the interviews in English to prepare for the data analysis stage. There were limitations to this stage in the research that will be discussed in the challenges and limitations section.

Data Analysis

The data analysis stage allows the researcher to make sense of the collected data and involves “reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating (Patton, 2002, p. 432). Patton (2002) and Yin (2003) both state that there is no one formula to take in the data analysis phase and that it is important for the researcher to find what works for him or her. Kvale and Brinkman (2009) distinguish between concept driven and data driven analysis. Concept-driven data analysis uses codes that have been developed in advance by the researcher. Data-driven is a data analysis process where the meaning units and themes develop through the readings of the interview transcripts (Kvale & Brinkman, 2009). This data analysis process is also known as inductive data analysis and is common in case study research (Merriam, 1998). This process of data analysis was used in this study. Yin (2003) discussed the use of theory in case study research, specifically how it is used to guide the data analysis stage. Data analysis occurred while keeping in mind the literature review and propositions outlined in Table 9.

As suggested by Kvale and Brinkman (2009) I began by reading over the transcript to get a sense of the whole. I then underwent the data analysis process with the transcribed interview. As I read each transcript for the second time, I wrote down

thoughts and comments regarding the interview data. These comments were labeled “memos” and were written in the left-hand margins of the transcripts. While reading through each transcript for the third time, I assigned natural meaning units by placing brackets around key sentences and phrases. The natural meaning units were then assigned condensed meaning units. Condensed meaning units state the natural meaning unit as simply as possible. The purpose of this step is to produce manageable data (Kvale and Brinkman, 2009). I took this time to add additional notes to the memos that were previously created. This stage of data analysis required reading over the transcripts multiple times in order to confirm the assigned meaning units. Since I received the interview transcripts over a period of four months, this process occurred singly for each transcript.

The condensed meaning units in the current study have two characteristics 1) the units relate to the research questions and 2) the units can stand-alone and are understood without requiring additional information (Guba, 1985 as cited in Merriam, 1998). These condensed meaning units were written in the right hand margins of the transcripts. For example, the natural meaning unit of, “if we only tell students they tend to forget but if they learned something by doing he/she won’t forget” was assigned the condensed meaning unit of “students will not forget if they learn by doing”. For another example consider the following meaning unit:

We have sporting clubs in the Ministry, and the sporting arena, which keeps children busy, so instead of thinking of bad things that they would do and later regret, physical education keeps them busy (CE 17).

This natural meaning unit was assigned the condensed meaning unit of, “physical

education and sport keep youth busy so they do not engage in negative thought or behaviour”. This process continued for each transcript until all the transcripts were assigned memos, natural meaning units and condensed meaning units.

Once all transcripts were analyzed individually, the condensed meaning units were examined in relation to the purpose of the research and combined into themes (Kvale & Brinkmann, 2009). To begin this stage of data analysis, all of the condensed meaning units were written on index cards and labeled with corresponding participant code and interview line number(s). Similar meaning units were grouped together to form themes. Themes were named based on their ability to overarch all units in the theme (Merriam, 1998). This stage in data analysis was much like having a conversation with the data. I found myself constantly going back and forth between themes, meaning units, memos and the original transcripts (Kvale & Brinkmann, 2009). At this time I also reevaluated meaning units in accordance to the definition above. Meaning units that were unrelated to the purpose of the research were discarded (Merriam, 1998). Meaning units that did not conform to the rest of the data, but were still relevant to the purpose of the study, were recognized and labeled as outliers. Themes and outliers were then grouped together and assigned to broader categories that were guided by the interview questions. I then compiled a table of categories, themes and original participant quotes (see Table 8). Categories, themes and outliers are presented in Chapter 4.

To ensure trustworthiness of the data analysis, another researcher analyzed a portion of the interview data. This step was done to verify the meaning units established by the researcher and to control researcher bias. Meaning units were verified by Mark, a graduate student affiliated with Brock University’s *Centre for Healthy Development*

through Sport and Physical Activity. Mark was an ideal candidate to verify the data analysis process because he is familiar with Salvadoran culture and has a background in humanistic physical education. Mark also has six years of education in the field of physical education. To begin this process, the steps of data analysis were described to Mark. Mark was then asked to develop both natural and condensed meaning units for one participant's transcript. Meaning units developed by Mark were then compared to the researchers. Of nine possible units, seven were identical. The researcher also identified one additional natural meaning unit. Mark viewed my assigned meaning units and discrepancies were discussed until both individuals agreed on the condensed meaning unit. The researcher's original meaning units remained and it was agreed that discrepancies in data analysis were a result of different researcher previous biases and propositions. For example, consider the natural meaning unit:

Sometimes we have games with other schools and these kids are somewhat aggressive but our students know that is not the way to do things, sometimes we loose but they know that it is important to play, to have fun to participate in a physical activity (CE 07).

I assigned this quote the condensed meaning unit of, "students at this school recognize the importance of fair play and healthy competition during games with other schools". Mark assigned the same natural meaning unit with the condensed meaning unit of, "students practice conflict resolution in games with other students". Mark and I discussed that the differences in interpretation were due to our differences in perceptions of the natural meaning unit. Kvale and Brinkmann (2009) suggest that multiple interpretations of text are possible in qualitative data analysis. The authors recommend that qualitative

researchers remain open to different perspectives. After discussions with Mark I re-read the interview transcripts paying particular attention to the possibility of different interpretations. After this step however, no changes were made to the original meaning units.

Biases and propositions. Patton (2002) suggested making biases and thought processes clear when it comes to the data analysis stage. In this case, data analysis was guided by theories of violence/peace in education and humanistic physical education. Yin (2003) suggested that data analysis allows one to, “address the initial propositions of a study” (p. 109). For novice researchers like myself, thinking through propositions helps one to stay within the scope of the study (Baxter & Jack, 2008). I took Baxter and Jack’s (2008) advice and outlined my propositions before analyzing the data. These can be found in Table 9.

Research Quality

Trustworthiness. Trustworthiness refers to any aspect that will formulate believable results. “How can an inquirer persuade his or her audiences that the research finding of an inquiry are worth paying attention to?” (Lincoln & Guba, 1985, p. 290). Trustworthiness is increased when credibility, transferability and triangulation are openly addressed (Patton, 2002). My means of addressing these trustworthiness components will be described below.

Credibility. Patton (2002) states the credibility of the research depends on rigorous methods, researcher’s credibility and the researcher’s beliefs concerning the value of qualitative research. With respect to data analysis, using a recognized approach and providing details of the approach used increases research credibility. Rigorous data

analysis also consists of being open with biases and propositions (Table 9). Reading transcripts multiple time is another quality of a rigorous data analysis technique that what utilized in the current study (Patton, 2002). To increase credibility of the research, I attempted to gain research experience, kept ongoing status of the research and presented myself throughout the process when needed. I did this by participating in research training with local research assistants, visiting schools with research assistants and engaging in ongoing conversation with the research assistants throughout the research process. In addition, I believe in the rationale and value of the current research and its implications. The literature demonstrates my examination of previous findings and familiarity with aspects related to the participants (Patton, 2002).

Transferability. Transferability refers to the degree in which the results of the study can be generalized to others settings (Lincoln & Guba, 1985). Transferability to other settings is not often the goal of case study research (Yin, 2003). Describing the setting of the study in full can often help with transferability (Patton, 2002). Thoughts on the transferability of the current research will be discussed in Chapter 5.

Triangulation. To increase trustworthiness, qualitative researchers aim for triangulation. Data triangulation refers to drawing conclusions from multiple data sources. The process of triangulation strengthens the study and contributes to its trustworthiness (Patton, 2002). This was my original goal but this study did not end up having triangulation. The current research draws conclusions from one data source (interviews).

Cross cultural research. Lila Watson, an Australian Aboriginal educator and activist, reported as saying, “if you have come to help me you are wasting your time. If

you have come because your liberation is bound up with mine then lets work together” (Gough, 1998). This is the philosophy I hold when doing cross-cultural research.

Building rapport, cultural sensitivity and having local translators become essential when doing research in another culture.

Crossing cultures in research brings attention to varying norms and values of the culture being examined. “Interviewers are not in the field to judge or change values and norms. Researchers are there to understand the perspectives of others” (Patton, 2002, p.394). To overcome issues related to the language barrier the same translator transcribed the data collected from the interviews.

Cross-language research. Addressing the nature of cross-language research increases the trustworthiness of the study. In this form of research, the translator is as important as the research and participant. As suggested by a past review of cross-language research, the translator is experienced, knowledgeable on research topic and possesses personal skills that meet both cultures/languages involved in the study. The translator has also increased my knowledge of the culture. It is important for the researcher to trust the translator to ensure confidentiality of information (Wallin & Ahlstrom, 2006) (see Appendix F). Another major concern with cross-language research is the accuracy of the results (Squires, 2008). To address this concern, I will be doing member checks.

Member checking. Member checking occurs after the data analysis stage and is when the researcher has the opportunity to “check-in” with data. This is to confirm that conclusions from the analyzed data matches the participant’s true thoughts and feelings (Willis, 2007). Member checking is particularly valuable when doing cross-language

where the beliefs and values between researcher and participant vary. Due to logistics I was not able to check in with the participants, but I was able to check in with the research assistants. The opinions and perspectives of the research assistants are valued in the current research. The research assistants are Salvadoran, are fluent in Spanish, and conducted all the interviews in the study. Because of this, I felt that it was important to include them in the results of the study and as a form of member checking. The voices of the research assistants are presented alongside the results in Chapter 4.

Challenges and Limitations

Challenges. Patton (2002) stated that no research study is perfect and that limitations and challenges will always be present. There were two main challenges throughout the study. First, I found it to be a personal challenge to respect Salvadoran culture while at the same time, coming to the time realities of a Master's thesis. As I mentioned in the methods section, the interviews took longer to complete than what I had originally planned. This was in part because data went missing and the lack of resources. Throughout the research process, it was important to keep in mind the culture, resources and skills of the research assistants throughout the process. A second challenge was feeling distant from the interviews and participants. As much as I enjoyed building relationships with the research assistants, at times I felt disengaged from the data. I had to realize that I was not going to immerse myself as much as I would have wanted to but I found myself constantly engaging with the research assistants on their research experiences at the schools.

Research depth. Limitations also existed in the current study. Patton discussed the "depth vs. breadth trade off" in qualitative research. Choosing fewer participants will

give the research more depth, but an increased number of participants will give the research more breadth. The current study focused on research breadth (Patton, 2002). I originally planned on obtaining qualitative interviews that focused on depth instead of breadth. After spending more time at Universidad Pedagógica de El Salvador I was informed that the shorter interviews were due to lack of time at each school.

Cross-language research. Another limitation to the study was the translation of data. Interview data was collected in Spanish, transcribed/translated into English, and analyzed in English. Although the translator is fluent in both English and Spanish and has experience in written and oral translation, it is possible that words were misinterpreted or lost in translation.

Ethics

As suggested by Yin (2003) this study considered protection of both the researcher and research participants. Participants were not pressured into participating in the study and could decline answering the interview questions at any time. Participants were also allowed to withdraw from the study at any time without penalty. Other ethical considerations consisted of informed consent and considering confidentiality of the participants (Yin, 2003).

Informed consent forms are used for the protection of both the researcher and participants. As suggested by Patton (2002) participants were notified of the study's purpose, risks/benefits of participation, how the information gathered will be used and confidentiality handled. This information was provided before the study begins and was reviewed again prior to interviews (see Appendix D). Participants were informed that their results are confidential and that school names and participant names do not appear

on the transcripts. Instead, each transcript was assigned a pseudonym to ensure confidentiality. Transcripts and recorded interviews were initially stored at Universidad Pedagógica de El Salvador and then in Brock University's Centre for Healthy Development through Sport and Physical Activity. Transcripts were transferred and only available to the Brock University researchers involved in the study and research assistants in El Salvador. Ethics clearance was received on July 27, 2010 (Appendix G). I mentioned above that there was a point in the study where a local research assistant lost the recording device with six interviews. Brock's Research Ethics board was informed along with each participant who was on the recorded device. All translated transcripts were finally stored in Brock University's Centre for Healthy Development through Sport and Physical Activity, located in Welch Hall 138.

Chapter 4: Results

This chapter presents the results of the study. The purpose of this research was to document school directors' perspectives of physical education and to document school directors' perspectives of physical education as a means of violence prevention. Themes presented in this chapter emerged from interview data using Kvale and Brinkman's (2009) data-driven data analysis. Relevant information stated by the research assistants throughout and at the end of the research process was recorded in my reflexivity journal. This information will be presented after interview results. Comparing each individual participant within the case is not often the purpose of case study research. Instead, the goal was to present a holistic perspective of the case (Merriam, 1998). The aim of this chapter is to first present themes that emerged from interview data. A secondary goal is to present the themes within categories and compare these themes across each category. Finally, comparing the frequency of themes within each category is also of interest. Tables 1-7 provide information regarding the frequency of themes. Chapter 5 will then discuss the case as a whole and compare and contrast themes within and across categories. The first category consisted of themes related to school directors' perspectives of their school vision.

School Vision

Themes were placed into this category when school directors addressed a philosophy that one has for his or her school. There were two major themes in this category: school visions of the holistic development of students and to prepare students for society. Table 1 displays the themes of this category and their saturation.

The holistic development of students. When asked about their school's vision, development of the whole child was mentioned by 7 of the 12 school directors. This includes the development of multiple areas including the physical, mental and spiritual. One participant mentioned that the vision of the school was to, "...develop the whole child, spiritual, body and mind" (CE 12). Another noted, "We want them to develop not just in the academic areas but also in areas such as spiritual, physical..." (CE 04).

Likewise, the vision of participant CE 09 is to have a school which:

Develops educative practice towards an integrative formation, which develops the human, social and intellectual development as well as the cultural, scientific and artistic skills as a result (CE 09).

To prepare students for society. School directors also stated that preparing students for society was part of their philosophy. This was mentioned in a variety of ways. CE 04, CE 15 and CE 19 addressed students as leaders in society. For example, part of CE 04's school visions is, "to create real leaders for our country and for our society". CE 07 and CE 08 addressed creating students who can respond to society while CE 09 envisioned a school of students who can create positive change in society. In addition CE 07 envisions to, "adolescents who can think critically, with good academic knowledge so he/she carries themselves better in society".

Outlier. In addition to addressing preparing students for society, CE 18 noted that values were part of the school vision. According to CE 18, "our vision is to teach students how to be better in life through education, teaching them values" (CE 18).

Student Learning

Student learning refers to school directors' perspectives of how student learn best.

Two themes are presented in this category: students learn best by doing and students learn best by putting theory into practice. Table 2 provides a summary of the two themes of student learning.

Students learn by doing. When asked how they think students learn best, 8 out of 12 school directors stated that students learn best by doing. “If we only tell students they tend to forget but if they learn something by doing, they won’t forget” (CE 07). Likewise, CE 16 agreed that students learn, “by doing, for sure by doing, students get tired of just writing or following” (CE 16). CE 18 also agreed that students learn best by doing and noted, “I think its best for them to do because they learn more, I think when they do, what they did sticks wit them for life” (CE 18). In addition to learning by doing, CE 15 also mentioned that games help students, “By doing...games help a lot, games in subjects like math, through games they concentrate better” (CE 15). CE 09 gave an example of practical student learning from the school:

Well we have to integrate everything, knowledge, because the children must learn and understand concepts, definitions, to apply the theory in the practice, just today we were talking about that, about how useless is when talking about reforestation in here and then we go and see our gardens all dried up, there is no learning, but it is all about putting in practice in real life what they learn in here (CE 09).

CE 15 also stated, “I know they will remember the more practical situations rather than what I spent hours talking about” (CE 15).

Outliers. CE 12 did not mention a specific way that students learn best. Instead, this school director noted that teachers need to look at our their own students learn best and also said, “What happens sometimes is that kids are really lazy and sometimes they

don't learn because they really don't want to learn" (CE 12). Another participant (CE 19) noted that students learn best when they are using all five senses while CE 20 thinks that students learn best through sports. CE 17 stated that, "one can learn in many ways" (CE 17).

Description of Physical Education Program

This category includes participants' responses regarding the description of the PE program in their school. The participants described the PE classes in three ways: PE class followed PE curriculum provided by the Ministry of Education, the PE class was developed /organized and the PE class takes a holistic approach. Table 3 provides a summary of the themes regarding the PE program at the school.

PE class follows the ministry of education (MINED) curriculum. School directors stated that the PE program in their school follows what was given to them by the Ministry of Education. CE 13, CE 15 and CE 18 stated that the school's PE program adds additional elements to what is provided by the Ministry of Education's Curriculum. For example:

We follow what MINED gives us but we add things, things we feel are important, things such as social relationships, we teach them values, we believe physed is the greatest tool to teach kids values (CE 15).

CE 13 stated, "MINED gives us the guidelines we follow but we have our own extra elements", but did not state what these elements were.

PE class follows a holistic approach to PE. School directors also stated that the PE class was a site for more than one form of development. A holistic approach is one that includes aspects of mind, body and world. CE 15's quote above depicts that values

and social development are included in the CE 15's PE class. In addition, CE 07 has noticed a change in students from this approach to PE:

I have seen lots of activities which allow students to carry themselves better, I have seen games, sometimes not all students like a specific activity so he gives them choices and different activities, there is diversity. I have seen kids that because of their body didn't want to participate because they feel fat, but now they get involved in the activities (CE 07).

CE 12 mentioned that during PE, "children are in action, they can demonstrate their physical skills but also their moral values and all the creativity they have" (CE 12).

PE class is developed and organized. Participants noted that the PE class in their school was developed and organized. CE 09 stated, "It's not just throwing kids to the pitch and telling them go play and whatever, but it is an oriented class...we have a very good physical education teacher" (CE 09). CE 08 also described the PE class as organized and developed by stating:

I have seen many physed teachers just making children run, it's like saying 'here take the ball do what you want with it'. With him, you can come at any class and he always has something organized (CE 08).

Outliers. CE 16 noted that students "only get it once a week but this way everybody gets it" (CE 16). CE 16 also mentioned that this was due to lack of resources to hire another PE teacher. According to CE 20, there is not curriculum from the MINED for high school. This school does not follow any formal program and they are given not guidance from MINED. According to CE 20:

We don't even have sports equipment but he [the PE teacher] did some

games and they were very nice, so these types of activities is what we do because we don't really follow a plan (CE 20).

The Role of PE in the School

This category refers to the school directors' perception of how PE influences the school. Themes in this category include enjoyment, life skills development, values, release stress, physical development, intellectual development and enhancing student-teacher relationships. Table 4 presents a summary of themes regarding the role of PE in the school.

Students enjoy PE. Participants who related physical education to enjoyment tended to compare physical education to other classes. For example, CE 12 stated that, "children don't really ask for any other class but they do ask for their PE class to be taught" and later stated, "if they don't receive the class for any reason they come up to the teacher and tell them you owe it to us" (CE 12). Students enjoy physical education so much, one participant said, that, "it is the one kids ask for the most" (CE 09). Despite not having a lot of time in physical education class, children, "get happy even though it is just one hour per week" (CE 17). Relating physical education to enjoyment was consistent throughout a majority of participants, as it is the class that "they wish to do more" (CE 04).

Life skills. It was also mentioned by participants that PE helps students to develop life skills. These skills are skills that help students in their everyday lives. According to two participants, PE has a role in student's self-expression as PE "gives students a place to express themselves and they demonstrate all they can do, the skills they have" (CE 18) and "this is where students can express themselves better" (CE 13).

CE 07 addressed conflict resolution by stating, “a big impact has been less conflict in the school” (CE 07). CE 07 also stated, “sometimes we have games with other schools and these kids are somewhat aggressive but our students know that is not the way to do things” (CE 07).

Values. According to two school directors, another role that PE has in the school is the ability to foster values. According to one participant:

When we play with them we can see in the way they act and behave if they lack of values or not, they express how they feel in a game and this is when we have to do something to help them be better, we then guide them...we teach values through physed and I can tell you proudly that we are able to teach much more values to kids in physed than in other class (CE 15).

CE 12 noted that PE is a class where they can demonstrate their “moral values” (CE 12).

PE as a place for students to release stress. Participants viewed the role PE as a place to release stress. PE class, “is the one in which they can distress themselves” (CE 09) because “with so many problems outside the school’s environment, this space distresses kids and it is very necessary” (CE 09). PE is also a class where students “release stress by doing any activity or any sport, so we are always looking after PE” (CE 18). CE 16 noted that students need PE, “to free the mind a bit” (CE 16).

Physical benefits. School directors also addressed the physical benefits of PE. Referring to PE, participants mentioned that, “it is part of our own vision but also for the physical development of children” (CE 07) and, “the physical development of our students is important” (CE 04). CE 17 noted both the physical and intellectual benefits of PE.

Intellectual benefits. Participants noted the academic benefits that PE has to offer. PE may help to increase academic performance as stated by CE 17:

...girls know perfectly that if they don't get the minimal grade they cannot enter in the teams who participate in institutional games, so they struggle to get those grades to participate in the school teams also by reaching those grades, so that is a motivation for them to keep on studying (CE 17).

CE 12 mentioned the direct benefits that PE may bring to academics and stated, "PE is important because it helps them learn better in other subjects, right after PE they go back to other class and children seem to understand better" (CE 12).

Student-teacher relationships. School directors viewed PE as a site for developing relationships between teachers and students. PE, "helps for students not to see their teachers like the unreachable person...students and teachers play together" (CE 07). In addition, CE 08 noted, "sometimes students see us as enemies and there is stress, so playing games with them allows us to have a better relationship with them" (CE 08). Both participants noted that games fostered student-teacher relationships in the school.

Outliers. According to CE 16, the role of PE in the school is to, "help us to reduce violence among students..." (CE 16). Another role that was not mentioned by any other participant was that PE "gives spare time" (CE 19). CE 04 noted that during PE class "students are relaxed" (CE 04). CE 12 noted the health and development benefits of PE but did not specify what either intellectual or physical development.

Role of PE Outside the School

The above category addressed school directors' perspectives of the influences of PE in the school. This category addresses perspectives regarding the role that PE has

outside the school. Three themes emerged regarding this: PE may increase motivation, may distract students from negative activities and increases community involvement.

Table 5 presents a summary of the themes regarding the role of PE outside the school.

Motivation. School directors perceived PE as motivating for students.

Participants mentioned that students were motivated in three different ways. CE 13 and CE 20 noted, “I have seen kids wanting to become athletes after receiving what they get here in class” and “I have heard students already saying they want to become physed teachers” respectively. CE 08 and CE 15 said that PE activities motivated students to be physically active outside of school. For example CE 15 stated:

We also do a marathon, a small 4K marathon but we prepare for that, we were the first ones doing it and now other schools around the area are doing it as well so it has made an impact. Now you see people running or jogging in the afternoons and we know they are getting ready for the marathon because they follow the route, so I believe that people are starting to realize how important it is to be physically active (CE 15).

School directors also perceive PE as a motivation for students to come to school. CE 09 and CE 16 stated, “the day they won’t miss, is precisely the physical education’s day” and “it also motivates students to come to school” respectively.

Distraction from negative activities. It was noted by 4 out of 12 participants that PE is a distraction to negative activities. CE 07 stated that, “kids that belong to a soccer team have less time to think about bad situation”. CE 20 mentioned that PE provides a distraction to youth and that there are not many recreational opportunities in the community. CE 18 stated, “It takes them away from bad or negative activities, they seem

to be really interested in their pe class so they loose interest on other activities” (CE 18).

Community involvement. The last theme of this category is community involvement. Data units were placed into this theme when school directors perceived PE to have an influence on the surrounding community. Participants realized that PE related activities bring members of the community together. CE 12 noted parent involvement due to PE class and related activities:

Parents love their children to participate in any activity, for example we have intramurals, you have parents there, cheering and other people form the community come to watch as well, and they all get really happy (CE 12).

CE 15 also mentioned that PE activities allowed the school director “to get their parents and I think that is important as well” (CE 15).

Outlier. CE 04 was not sure about the role of PE outside that school but noted that, “I think it could have an impact, we have not really measured that impact but I’m sure it does” (CE 04). It was noted by CE 08 that:

The idea is to teach children to get into a culture of physical activity... so they get to the conclusion of saying I need to take care of my body, I need to exercise (CE 08).

PE and Violence Prevention

This category is related to school directors’ perspectives of how PE may help to reduce violence. A majority of school directors noted that PE might reduce violence by keeping youth busy. It was also mentioned that this is because it provides a site to release energy and that PE has been a site for violence in the past. Table 6 presents a summary of themes regarding how PE may help to reduce violence.

PE keeps youth busy. A majority of school directors voiced that PE may reduce violence because it helps to keep youth busy. Results demonstrated that while students are in physical education or playing sports outside of school, most school directors perceive this as a time to avoid violence. According to CE 07, CE 17 and CE 18 when students are in physical education class there is little time to think negative thoughts. CE 16 noted that while in physical education, “students avoid violent situations”. Likewise, CE 17 said that, “instead of thinking of bad things that they would do and they would later regret, physical education keeps them busy”. CE 18 mentioned that physical education may help reduce violence because, “it doesn’t allow them to have time to think any negative thoughts”. PE 13 also noted, “I think it is the best way to have kids away from gangs, from violence attitudes, from the streets, from alcohol or any other addition” (CE 13).

PE as a site to release energy and stress. Participants also viewed PE as a site for violence prevention because of its ability to release stress and use energy in a positive way. “Through Physed we help kids release the energy they have and they need to get rid of it and it is better for them to do it in class than on the street” (CE 13). Alternatively CE 20, stated:

I can’t tell you I don’t have anybody related to gangs, we do, we have about 3 gang members but if we take into account how many students we have, the percentage is really small, in other schools the number is higher and that’s why we want to have physed class so we offer different choices to our students so they don’t go out there to look for other things to do...we were trying to look for things that would help us prevent youth for going somewhere else, something that

would allow them to release stress, now during recess lots of students come to ask for ball so they can play, now everyone wants to play (CE 20).

Physical education may cause violence. Participants also expressed that physical education had been a site for violence in their school. Referring to students, CE 08 stated that in past physical education classes “they would take balls and start hitting each other with them or slamming the balls against the walls”. In addition, CE 12 mentioned, “There are kids who are really violent, they can be aggressive in a game” (CE 12).

Outliers. Participants also stated other ways in which PE may prevent violence. CE 09 noted that PE might reduce violence if the teacher orientates the class to do so. If the teacher is not there to orientate the class than “bad things happen, including accidents” (CE 09). CE 12 noted that PE may cause violence and may also be a site for distraction. In addition, this school director mentioned that a ball becomes a friend and “they can’t leave their ball aside” (CE 12). CE 16 discussed how PE helps reduce violence because it teaches students to problem solve. CE 16 stated:

...someone who does any kind of sport is healthier, and how they can problem solve...we see how sport of physed allows teenagers to have other movements, they become agile, and if they face a problem they will know how to overcome it (CE 16).

CE 18 was the only participant to mention that holistic benefits of PE in relation to violence prevention. CE 18 stated, “physed helps them to have a healthier mind and body” (CE 18).

This concludes the results from the interview data. I will now present results from the research assistants who were involved in collecting, transcribing and translating the

interview data.

Voices of the Research Assistants

The local research assistants played an important role in the current research. This section will summarize their thoughts and reflections. These statements, from the research assistants, were recorded in my reflexivity journal throughout the research process. RA 1, RA 2 and RA 3 commented on the school directors' school visions. These research assistants questioned how much of the answer to this question came from the heart of the school director. Often school directors read the vision off of a piece of paper or sign in the school. These were only general comments and it is not known if all school directors did this.

One research assistant reported that in relation to physical education, the school directors have to be committed and believe in the same way as the PE teachers (RA 2). Generally the school directors did not seem aware of the theory behind humanistic physical education according to RA 2. Therefore, comments regarding physical education in the interviews are based on what they have seen in practice in their schools (RA 2).

RA 1 and RA 3 also reported feelings of schools that were "more violent" (RA 3) than others. For example, there were some schools that did not have a "cancha" (field or court) for physical education. Because of this, teachers and students often have to walk down to a community field for physical education class. At one school (according to the school's physical education teacher), gang members approached students and the physical education teacher on the walk over to the field. The research assistants did not mention details of that occurrence. Both RA 1 and RA 3 did feel unsafe while walking from the

school to the field in that particular community. RA 1 also reported that students showed signs of discomfort on the walk from the school to the field. In addition to the above comments RA 4 felt that the school directors gave general comments regarding the PE program at the school. This concludes the results section of the thesis. Themes presented above will be discussed in relation to the research questions.

Chapter 5: Discussion and Future Directions

The previous chapter presented the results of the research, while this chapter aims at interpreting and discussing the results. The purpose of this research was to examine school directors' perspectives of physical education and physical education as a means of violence prevention. The study included a total number of twelve participants. What makes these school directors unique from others in the country is that they each have a physical educator who is trained in the humanistic philosophy of *Salud Escolar Integral* at his or her school. I will discuss results in relation to participants' perspectives of physical education and perspectives of youth violence prevention through physical education. Following these discussions I will present challenges and limitations, strengths, and suggest future directions for practitioners and researchers.

Tables 1-6 present the categories and themes that emerged in the current study. The purpose of these tables is to present themes and compare the occurrence of themes across each category. For example, in table 4 the occurrence of enjoyment more than any other theme is of interest and will be discussed below. Further, table 6 represents that a majority of participants viewed physical education as a means of preventing violence because it is a distraction. The chapter discusses the themes that emerged as well as considers the occurrence of themes across each category, in relation to the purpose of the research.

Perspectives of Physical Education

When it came to discussions on the role of PE in the school, school directors mentioned a wide variety of benefits. School directors perceive PE's role to be a class

that students enjoy going to. According to the participants, PE may also develop life skills and values, release stress, build student-teacher relationships and contribute to physical and intellectual development. Outside the school, school directors perceive PE as an influence on student motivation and community involvement. PE is also perceived as having a role in distracting youth from negative thoughts. School directors perceive multiple benefits of physical education, both in and outside the school. These perspectives went beyond the physical benefits of physical education.

Results from the study resonate with past literature regarding perceptions of physical education. There is support that individuals perceive physical education as being a site for life skill development. CE 13 and CE 18 both mentioned that physical education contributes to self-expression. CE 07 noted that physical education helps students, “deal with conflict” (CE 07). Researchers claim that life skills may help individuals handle difficult circumstances outside of physical education class (Hellison, 2003, (Bailey, et al., 2006). Goudas et al. implemented a life skills program into a physical education class. Compared to the control group, students in the life skills program demonstrated an increased knowledge of life skills both inside and outside the classroom (Goudas, Dermitzaki, Leondari, & Danish, 2006). Ennis’s (1999) “Sport for Peace” curriculum poised similar results. The focus of the program is to foster conflict resolution, decision-making, teamwork, and relationships. The “Sport for Peace” program is critical of skill-specific physical education classes. Results demonstrate that the program increased communication, respect and healthy relationship building in students (Ennis et al. 1999). These studies demonstrate that physical education may have these perceived benefits. These studies also demonstrate that these benefits are not automatically learned (Bailey et

al., 2006, Goudas et al., 2006; Hellison, 2003; Holt et al., 2008; Martinek & Hellison, 1997). However, life skills are those skills that help individuals with the demands of *everyday life* (Papacharisi, et al., 2005). The above studies, and the results of the current research, are perceptions only, and little is known regarding whether youth develop these skills as a direct result of such programs (Bailey et al., 2006). Moreover, questions still remain regarding the transferability of the life skills in both sport and physical education (Gould & Carson, 2008).

The current study raises concerns regarding the educational aspects of physical education. When questioned about the role of physical education in the school, participants addressed enjoyment more than any other benefit mentioned. For example, CE 17 noted that students “get happy even though it is just one hour per week”. These results mirror other research in the field. For example, Smith and Parr (2007) examined students’ (age 15 and 16) perceptions of the purpose to physical education. The most commonly stated purpose of physical education for 38 students were centered on fun and enjoyment. In the current study, 7 out of 12 school directors noted enjoyment as a role of physical education but only 2 out of 12 mentioned that physical education has an intellectual role. Moreover, only 2 participants noted that physical education may teach students values. Benefits of physical education were still noted in the current study. However, a majority of perceptions of physical education are grounded in its non-educational aspects (A. Smith & Parr, 2007).

Physical education has been seen as successful when youth are busy and happy. These perceptions are seen less in subjects like math or science, where success is perceived as learning. In 2002, Hickson and Fishburne presented a conference poster that

compared teachers' perceptions of successful teaching in elementary curriculum areas. Results demonstrated that teachers viewed teaching physical education as successful when students were *happy, busy, and good*. This was in contrast to other subjects, where teachers viewed themselves as successful when students were learning. Authors concluded that according to the teachers, learning is not considered a part of physical education (Hickson & Fishburne, 2002). Similarly, Placek (1983) revealed that teachers of physical education thought of themselves as successful if their students were *happy, busy and good* during physical education class. Hickson (2003) addressed possible reasons for these differences. Physical educators themselves may be contributing to this, Hickson argues, if they are only "rolling out the ball and letting the game begin" (p. 405) and offer little opportunity for learning and development in the physical education environments. Another reason is that physical education and physical activity are often viewed as synonymous terms. These views still remain despite the increasing amount of research regarding the benefits of physical education (Hickson, 2003).

For El Salvador, these results are not surprising. With a history of civil unrest came the closing of many PE teacher training schools for a 25-year period beginning in 1979. Because of this, there is currently little PE in school. When it is taught, unqualified and/or untrained teachers often deliver PE. PE is also more often taught from an elite athlete perspective, which is the focus of the only teacher-training program that remained opened during the civil unrest in El Salvador (Mandigo, et al., 2010). PE in El Salvador has not had a high educational focus and success in these conditions would most likely mirror Hickson and Fishburne's (2002) results.

Physical Education and Violence Prevention

The second research question addressed school directors' perspectives of physical education as a means of preventing youth violence. The goal of this question was to first, determine if school directors think that physical education may help to reduce violence. Second, to explore school directors' perspectives on how physical education may contribute to reducing violence.

A majority (75%) of school directors noted that physical education might help to reduce violence by keeping youth busy or keeping youth from thinking negative thoughts. For example, CE 13 stated, "I think it [physical education] is the best way to have kids away from gangs, from violence attitudes, from the streets, from alcohol or any other addiction" (CE 17). The results of the current study are also consistent with past sport for development research. For example, 79% of sport leaders in a sport for development program in Sierra Leone reported that the sport activities were successful because they kept children distracted from negative activities (Right to Play, 2009). Alternatively, Guest (2005) interviewed a soccer player from Malawi who claimed that sport kept him away from "so many dirty things" (para. 10). However, Guest (2005) stated, "simply distracting people provides only a temporary band-aid" (para. 11). Likewise, a Salud Escolar Integral report stated that PE is, "a transformative school experience fostering values that supports the development of healthier children and youth who will build a healthier future" (Mandigo, n.d., p.3). The goal of the SEI approach to physical education is not to provide a distraction for youth, but rather, build the skills and values that are necessary to prevent violence even when they are not in physical education class (J. Corlett, personal communication, September 2009).

It is also beneficial to discuss these results in relation to literature on the causes and prevention of youth violence. James Garbarino is an American psychologist who has dedicated much of his life to the fundamental understanding of youth violence. In his book, *Lost Boys: Why our Sons Turn Violent and How We Can Save Them* (1999), Garbarino addressed the reasoning behind why some boys grow up to be violent and others do not. He stated that there is not one cause of violence, but rather, violent acts are caused by an accumulation of multiple factors. Neglect, violent threats, accessibility to weapons, media violence, alcohol or drug abuse, neurological problems, depression and difficulties at school are risk factors to male youth violence. Garbarino stated that a major factor that contributes to youth violence is lack of belongingness. Research demonstrated that males who had been neglected by a mother, father, friends, or members of society were more likely to be violence than those who had not. When neglect occurs, he stated, boys will often find their sense of family within a gang. Garbarino interviewed young boys on their motivation to joining gangs and one boy replied, “they were like a family, but a hell of a lot better than the family I had” (Garbarino, 1999, p. 168). In addition, boys who are surrounded by gangs will most likely join if they have nowhere else to learn values and obtain positive reinforcement (Garbarino, 1999).

In light of this, some school directors perceive physical education to contributing to a sense of belonging. School directors noted that physical education helps to increase student’s involvement in the community (CE 12, CE 15, CE 17) and to build students-teacher relationships (CE 07, CE 08). CE 07 noted the impact that PE has had on building student-relationships:

Teachers and students get along better, it [PE] has helped teachers that didn’t

know how to get involved with the students, it also helps for students not to see their teachers like this unreachable person, students and teachers play together and it has helped us in a great way (CE 07).

In addition to these benefits, school directors reported the intellectual and physical benefits of physical education (CE 04, CE 07, CE 12, CE 17), which may allow students to obtain positive reinforcement. However, school directors mentioned the ability of physical education to act as a site to release of stress more than factors related to sense of belonging. Releasing stress through physical education was perceived as a role of physical education in the school. Releasing stress was also viewed as a method in which physical education may help to reduce violence. CE 13 noted, “through physed we help kids release the energy they have and they need to get rid of it and it is better for them to do it in class than on the street” (CE 13).

Smith and Carlson (1997) state that all risk factors that have been related to increasing violence are forms of stress. Stress can be defined as offer, “any life event or stressor that demands adaption” (C. Smith & Carlson, 1997, p. 232). Both Garbarino (1999) and Smith and Carlson (1997) state that there are plenty of youth in this world who deal with risk factors of violence, and will never be involved in a violent or negative act. Garbarino (1999) identifies situations that encourage youth resilience. In other words, what gives youth the ability to bounce back from one or more of the risk factors of youth violence mentioned above? According to researchers (Garbarino, 1999, Smith & Carlson, 1997), youth resilience depends on how one cope with these stressors. Individuals may be placed on a continuum of either actively or passively coping with stress (Garbarino, 1999). When one actively copes with stress, they use problem-solving skills when faced

with stressful situations. When one passively copes with stress, they seek environments that can help to cope with stress. Using distractions to avoid violent situations is an example of how one may passively cope with stress (Garbarino, 1999). Most youth use both methods to cope with stress. However, youth who more often cope with stress in a passive manner are more likely to become violent than youth who actively cope with stress (Garbarino, 1999, Smith & Carlson, 1997). Actively coping with stress requires problem solving, self-management and critical thinking skills.

One violence prevention program evaluation correlated an increase in social and emotional health, along with active coping skills with a decrease in aggressive behaviour in youth age 3-8 (Lynch, Geller, & Schmidt, 2004). If youth are not taught non-violent strategies to cope with emotions of fear and anger, they are more likely to respond to these feelings with violence acts (Garbarino, 2009). This is relevant to the current study as school directors stated that one role of physical education is to provide a space to release stress. School directors mentioned that physical education might help to reduce violence because of its ability to act as a stress release or distract students from negative experiences. School directors perceive physical education as method for avoiding violent situations and as an environment to release stress. According to the school directors, physical education acts as a passive, not active, method of coping with the stress.

These results are also related to Galtung's theories of positive and negative peace, which were presented in the literature review. Coakley (2002) related Galtung's (1969) theories to using sport as a tool to prevent youth violence. Coakley stated that there are two 'dreams' in this field. On one hand there are dream that focus on changing the "behaviours of young people so they can escape their immediate environment and

become productive citizens” (Coakley, 2002, p. 15). This vision is one that views youth as problems in society that need to be fixed. Re-routing youth off the streets into sports may sometimes be viewed as a quick fix to practitioners. In the second dream, sports teach values to youth by keeping in mind their role in society. The second dream not only targets the healthy development of the individual, but also the greater good of society. In addition, the second dream supports sustainable youth violence prevention. The first dream aims at changing youth while the second dream aims at fostering socially just change agents in society (Coakley, 2002). Coakley encourages practitioners in this field to aim at mirroring the second dream because “simply removing young people from ‘the streets’ is just the beginning” (p. 24).

When it came to discussions on youth violence prevention a majority of school directors addressed aspects of Coakley’s first dream. For example, CE 15 stated, “we teach values through physed and I can tell you proudly that we are able to teach more values to kids in physed than in any other class” (CE 15). However, when asked about PE and violence prevention the participant stated, “I am sure when youth practice a sport they have less time to be thinking negative things” (CE 15). To conclude, a majority of school directors relate to Coakley’s first dream and voiced that physical education as a way to stop and control violence by keeping youth busy.

School Decision-Making

These results can also be applied to the role of school directors and decision-making in the school. School directors in El Salvador have reported high burn out rates and that there is lack of support and guidance regarding their position (Schiefelbein, et al., 2008). In the current study, humanistic physical education complements school

directors' perspectives of student learning and school visions. According to these results, it is possible that physical education teachers, who are trained in humanistic physical education, have a role in school decision-making. Physical education teachers who are trained in humanistic physical education report knowledge of the psychological, physical, cognitive, societal and holistic benefits of physical education (Mandigo, 2010). A UPES physical education teacher may also have a role in contributing to decision-making in the school. However, the role of the school director in El Salvador still remains unclear. Further research in this area would help to guide considerations for physical education teacher's role in school decision-making.

Summary

Humanistic physical education is a new approach to PE in El Salvador (Mandigo, et al., 2008). A sports-specific approach to physical education is one that is and has been popular within schools (Mandigo, et al., 2010). Despite the focus on building elite athletes in many areas of El Salvador, school directors in the current context perceive PE to have benefits related to humanistic physical education. Values, life skills, relationships, releasing stress, motivation and enjoyment all address student's social and emotional health. However, enjoyment (a non-educational role of PE) was mentioned more than any other benefit of physical education. In addition, many school directors envision the holistic development of their students. CE 12 related the sense of belonging through PE to violence prevention:

...instead of having children out on the streets, doing something bad, things they should not be doing, they are playing with a ball. A ball becomes a friend; they can't leave their ball aside. I think sometimes its easier for them to forget a

notebook, even to eat before coming to school but they never forget a ball...sometimes I have to tell them to go home because they want to keep playing all afternoon (CE 12).

When participants addressed how physical education can help to reduce youth violence, most school directors viewed physical education as a method of distracting youth from negative activities, despite the benefits mentioned regarding the role of physical education both inside and outside the school. In addition, school directors addressed physical education as a passive mechanism of violence prevention. These results leave the researcher questioning the extent in which the school directors view the educational value of physical education and school in general.

Strengths of the Research

Research breadth. Above I mentioned that the case was limited by lack of depth in interviews. Although the depth of the data was decreased, this allowed for more breadth in the data. During the analysis phase, this allowed me to compare and contrast between responses from a greater number of participants. Another strength of the research is the applicability of research findings to other settings.

Transferability. Although the goal of case study research is not often transferability, extrapolations came from the current study. According to Patton (2002), “extrapolations are modest speculations on the likely applicability of findings to other situations under similar, but not identical, conditions” (p. 584). Findings are applicable, or could be enhanced by perspectives of other school directors in El Salvador. It is possible that Salvadoran school directors’ perspectives of physical education and violence prevention are similar in schools without a PE teacher from Universidad de

Pedagógica's teacher training program. It is also possible to extend this research to Canada to schools that have physical educators trained in humanistic physical education. In addition to applying the research process and finding to other settings, I have gained research skills that will be transferable to other research settings. International fieldwork, developing research partnerships in less developed countries and methodological techniques can all be applied to other research settings.

Research assistants. The use of local research assistants was beneficial to the study. The local research assistants purposefully selected participants, organized school visits, interviewed participants and translated/transcribed the interview data. The study would have not been as feasible if this partnership model was not in place. The translator was also essential in the current study. In cross-language research, the translator acts as a third researcher. As suggested by Squires (2008) the translator is very knowable and has experience in translating. This adds to the trustworthiness of the cross-language research data.

Conclusions and Future Directions

Future research. The school director interviews may be complemented by interviews of vice school directors, teachers, and students of the same schools. This would provide different perspectives of physical education in the school and may help to confirm and complement results of the current study. For example, many teachers noted that they think students *learn by doing*. It would be helpful to interview both teachers and students on their perspectives to complement results. Additional interviews would complete a denser case of each school. Research in the field of humanistic physical education should continue. Hellison introduced the approach into the literature in 1973. A

majority of research papers since then have focused on the context of after school programs. Additional perspectives and evaluation will further increase the knowledge and understanding of the movement. Specifically, the role of humanistic physical education in youth violence prevention should be further explored. In addition, more evidence is needed to support the claims that have been made by many Sport and Physical Education for Development and Peace initiatives. In the field of Sport and Physical Education for Development and Peace, a majority of the research has focused on sport for development. Results of the study demonstrated that physical education is perceived as having peace building qualities such as building life skills, values, relationships, motivation and increasing community involvement. Physical Education for Development and Peace research should continue. As suggested by Bailey et al. (2006) and Coalter (2009), research should continue with a focus on sustainability and transferability of life skills and values that are claimed by researchers in the field.

Future practice. As suggested by RA 2, it would be helpful to provide school directors information on the theory behind the practice of humanistic physical education. SEI leaders could host workshops or information sessions for school directors. Youth violence prevention through physical education should continue to be a discussed in future practice of physical education in El Salvador.

Conclusion. For a country like El Salvador, SEI can contribute to the healthy future by facilitating life skills, values, and holistic development of the country's youth. Since 2005, El Salvador (pop. 6M) has averaged 10 homicides per day, the vast majority committed by young males with a peak age of 23 (The World Bank, 2011). As a result, El Salvador has over-crowded prisons and gangs that have spread quickly throughout the

country. On a whole, results support the continuation of research and practice of PE as a means of reducing youth violence.

References

- Aguilar, P., & Retamal, G. (2009). Protective environments and quality education in humanitarian contexts. *International Journal of Educational Development*, 29(1), 3-16.
- André, M. (2010). *Analyzing the learning of the taking personal and social responsibility model within a new physical education undergraduate degree program in EI Salvador*. Master's Thesis. Brock University. St. Catharine's.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2006). The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education*, 24, 1-27.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Biton, Y., & Salomon, G. (2006). Peace in the eyes of Israeli and Palestinian youths: effects of collective narratives and peace education program. *Journal of Peace Research*, 43(2), 167-180.
- Boniface, P. (1998). Football as a factor (and a reflection) of international politics. *The International Spectator* 33(4), 1-12.
- Buckland, P. (2005). *Reshaping the future: education and post conflict reconstruction*. Washington, DC: The World Bank.
- Bunting, T., Walks, A. R., & Fillion, P. (2004). The uneven geography of housing affordability stress in Canadian metropolitan areas. *Housing Studies*, 19(3), 361-393.
- Bureau of Democracy Human Rights and Labour. (2009). *Human rights report on human*

rights practices: El Salvador, from

<http://www.state.gov/g/drl/rls/hrrpt/2008/wha/119159.htm>

Cairns, E. (1994). Children and Political Violence: An Overview. *International Journal of Behavioral Development*, 17(4), 669-674.

Campbell, L., Campbell, B., Dickinson, D. (1996). *Teaching and learning through multiple intelligences*. Stanwood: Allyn & Bacon.

Central Intelligence Agency. (2010). *The World Factbook*. Retrieved August 19, 2010, from <https://www.cia.gov/library/publications/the-world-factbook/geos/es.html>

Coakley, J. (2002). Using sports to control deviance and violence among youths: lets be critical and cautious. In M. Gatz, M. Messner & S. Ball-Rokeach (Eds.), *Paradoxes of Youth and Sport*. Albany: State University of New York Press.

Coalter, F. (2009). The politics of sport-for-development: Limited focus programmes and broad gauge problems? *International Review for the Sociology of Sport*, 45(3), 295-314.

Cohen, J. (1977). *Statistical power analysis for behavioural sciences* (revised ed.). New York: Academic Press.

Confortini, C. (2006). Galtung, violence, and gender: the case for a peace studies/feminism alliance. *Peace and Change*, 31(4), 333-367.

Corlett, J. T. (1986). The role of physical education in intellectual and social enhancement of children in developing countries. *Physical Education Review*, 9(1), 28-30.

Costello, A., & Zulma, A. (2000). Moving to research partnerships in developing countries. *British Medical Journal* 321(7264), 827-829.

- Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks: Sage.
- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed method approaches* (2nd ed.). Thousand Oaks: Sage.
- Crouch, L., Gillies, J., & Florez, A. (2008). Sustainability and continuity of El Salvador's Plan 2021: Reflections and Dialogue. *Working Paper Series*. San Salvador: EQUIP2.
- Danesh, H. B. (2006). Towards an integrative theory of peace education. *Journal of Peace Education*, 3(1), 55-78.
- Davies, L. (2004). *Education and conflict: complexity and chaos*. New York: Routledge.
- Davies, L. (2005). Schools and war: urgent agendas for comparative and international education. *Compare*, 35(4), 357-371.
- Deal, T. (1993). *The culture of schools*. Berkeley: McCutchan.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The sage handbook of qualitative research methods* (3rd ed.). Thousand Oaks: SAGE.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Duchesne, S. (1999). Mike is the message: performing the common sense revolution. *Theatre Research in Canada*, 2-(1).
- Easterly, W. (2006). *The white mans burden: why the west's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Group.
- Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth*

- development: review of research in education*. Washington: National Academy.
- Eggert, L. L., Thompson, E. A., Herting, J. R., & Nicholas, L. J. (1995). Reducing suicide potential among high-risk youth: Tests of a school- based prevention program. *Suicide & Life-Threatening Behavior*, 25(2).
- Ennis, C. D., Solmon, M. A., Satina, B., Loftus, S. J., Mensch, J., & McMcauley, M. T. (1999). Creating a sense of family in urban schools using the "sport for peace" curriculum. *Research Quarterly for Exercise and Sport*, 70, 273-285.
- Farina, L. P., Miller, S., & Cavallaro, J. L. (2010). *No place to hide: gang, state and clandestine violence in El Salvador*. Cambridge: Human Right Program, Harvard Law School.
- Fountain, S. (1999). Peace education in UNICEF. New York: United Nations Children's Fund Programme Publications.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1973). *Education for critical consciousness*. New York: Seabury Press.
- Fullan, M. (2000). The three stories of educational reform. *Phi Delta Kappan*. Retrieved September 30, 2010
- Fullan, M. (2002a). The change leader. *Educational Leadership*, 59(8), 16-20.
- Fullan, M. (2002b). Leadership and sustainability. *Principal Leadership*, 3(4), 1-9.
- Galtung, J. (1969). Violence, peace and peace research. *Journal of Peace Research*, 3, 167-191.
- Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, 27, 291-302.
- Garbarino, J. (1999). *Lost boys: why our sons turn violent and how we can save them*. New York: The Free Press.

- Garbarino, J. (2009). Why are adolescents violent? *Ciência e Saúde Coletiva*, 14(2), 533-538.
- Garbarino, J., Kostelny, K., & Dubrow, N. (1991). What children can tell us about living in danger. *American Psychologist*, 46, 376-383.
- Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (2000). *Intelligences reframed: multiple intelligences for the 21st century*. New York.
- Gertler, P., Patrinos, H., & Rubio-Codina, M. (2009). *Empowering parents to improve education: evidence from rural Mexico, Policy Research Working Paper 3935*. Washington: World Bank.
- Gidney, R. D. (1999). *From hope to Harris: the reshaping of Ontario's schools*. Toronto: University of Toronto Press
- Golsan, R. J. (1998). *Fascism's return: scandal, revision, and ideology since 1980*. Lincoln: University of Nebraska Press.
- Goudas, M., Dermitzaki, I., Leondari, A., & Danish, S. (2006). The effectiveness of teaching a life skills program in a physical education context. *European Journal of Psychology of Education*, 11(4), 429-438.
- Gough, N. (1998). Decolonising sustainability: subverting and appropriating mythologies of social change. *Southern African Journal of Environmental Education*, 18, 3-13.
- Gould, D., & Carson, S. (2008). Life skills development through sport: current status and future directions. *International Review of Sport and Exercise Psychology* 1(1), 58-78.

- Gruenewald, D. (2003). The best of both worlds: a critical pedagogy of place. *Educational Researcher*, 32(4), 3-12.
- Guest, A. (2005). Thinking both critically and positively about development through sport Retrieved September 1, 2011, from http://assets.sportanddev.org/downloads/thinking_both_critically_and_positively_about_development_through_sport.pdf
- Hallinger, P. (2003). School leadership development: Global challenges and opportunities. In P. Hallinger (Ed.), *Reshaping the landscape of school leadership development: A global perspective*. Lisse, Netherlands: Swets & Zeitlinger.
- Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership and student reading achievement. *The Elementary School Journal*, 96(5), 527-549.
- Hallinger, P., Murphy, J., & Hausman, C. (1992). Restructuring schools: principal's perceptions of fundamental educational reform. *Educational Administration Quarterly*, 28(3), 330-349.
- Harber, C. (1998). Desegregation, racial conflict and education for democracy in the new South Africa: a case study of institutional change. *International Review of Education*, 44(5/6), 569-582.
- Harber, C. (2004). *Schooling as violence: how schools harm pupils and societies* New York: Routledge Falmer.
- Harber, C., & Davies, L. (1998). *School management and effectiveness in developing countries: the post-bureaucratic school*. London: Continuum.
- Harber, C., & Sakade, N. (2009). Schooling for violence and peace: how does peace education differ from 'normal' schooling? *Journal of Peace Education*, 6(2), 171-

187.

Harding, J. P., Rosenthal, S. R., & Sirmans, C. F. (2003). Estimating bargaining power in the market for existing homes. *The Review of Economics and Statistics*, 85(1), 178-188.

Hardman, K., & Marshall, J. (2000). The state and status of physical education in schools in international context. *European Physical Education Review*, 6(3), 203-229.

Harkavy, I. (1998). *School-community-university Partnerships: effectively integrating community building and education reform*. Paper presented at the Universities and Community Schools, Washington, D.C.

Harris, I. M. (2004). Peace education theory. *Journal of Peace Education*, 1(1), 5-20.

Haw, K. F. (1996). Exploring the educational experiences of Muslim girls: tales told to tourists: should the white researcher stay at home? *British Educational Journal*, 22(3), 319-330.

Hellison, D. (1973). *Humanistic physical education*. Englewood Cliffs: Human Kinetics.

Hellison, D. (1978). *Beyond balls and bats: alienated (and other) youth in the gym*.

Washington: American Alliance for Health, Physical Education and Recreation.

Hellison, D. (2003). *Teaching responsibility through physical activity* (2nd ed.).

Champaign: Human Kinetics.

Hickson. (2003). Putting education back in P.E. *International Journal of Learning*, 10, 401-409.

Hickson, & Fishburne. (2002). *Effective teaching in elementary schools: subject area differences*. Paper presented at the AAHPERD National Convention and Exposition, San Diego, CA.

Hitchens, C. (2007). *God is not great: how religion poisons everything*. New York: Warner.

Holt, N. L., Tink, L. N., Mandigo, J. L., & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? A case study. *Canadian Journal of Education*, 31(2), 281-304.

Jara, O. H. (2010). Popular education and social change in Latin America. *Community Development Journal*, 45(3), 287-296.

Jones, M., & Lavalley, D. (2009). Exploring perceived life skills development and participation in sport. *Qualitative Research in Sport and Exercise*, 1(1), 36-50.

Kabanda, C. (2009). *Towards a critical interpretive research approach for ICT/E-commerce research in LDCs*. Paper presented at the 10th International Conference on Social Implications of Computers in Developing Countries, Dubai.

Kamuzu Academy. (2006). Kamuzu Academy. Retrieved June 10, 2011, from <http://www.kamuzuacademy.com>

Kane, L. (2001). *Popular education and social change in Latin America*. London: Latin America Bureau.

Kemp, R. (Writer). (2006). Ross Kemp on Gangs: El Salvador, *Series Two*.

Kent, G. (2006). Children as victims of structural violence. *Societies Without Borders*, 1, 53-67.

Kincheloe, J., & McLaren, P. (2005). Rethinking critical theory and qualitative research *The SAGE handbook of qualitative research* (3rd ed., pp. 303-342). Thousand Oaks: Sage.

King, M. (1957). Non-violence and racial justice. *Christian Century*. Retrieved August

27, 2010

Kvale, S., & Brinkmann, S. (2009). *Interviews: learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks: SAGE.

Lawson, H. A. (2005). Empowering people, facilitating community development, and contributing to sustainable development: the social work of sport, exercise, and physical education programs. *Sport, Education and Society*, 10(1), 135-160.

Lee, A. (2009). Health-promoting schools: evidence for a holistic approach to promoting health and Improving Health Literacy. *Applied Health Economics and Health Policy*, 7(1), 11-17.

Linarnes, C. (2007). El Salvador: incluirán cultura, arte y tecnología al plan educativo 2021. Retrieved June 17th 2010, from http://www.elsalvador.com/mwedh/nota/nota_completa.asp?idCat=6364&idArt=3739725

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills: SAGE.

Locke, J. (1996). *An essay concerning human understanding: abridged and edited, with an introduction and notes by Kenneth P. Winkler*. Indianapolis: Hackett.

Lynch, K., Geller, S., & Schmidt, M. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. *The Journal of Primary Prevention*, 24, 335-353.

Mandigo, J. (2011). Class Lecture 1: International Perspectives on Development through Sport, Health, and Physical Education. Brock University.

Mandigo, J. (n.d.). *Salud Escolar Integral*. St. Catharines: Centre for Healthy Development through Sport and Physical Activity.

Mandigo, J., Corlett, J. T., & Anderson, A. (2008). Using quality physical education to

- promote positive youth development in a developing nation: striving for peace education. In N. L. Holt (Ed.), *Positive youth development through sport*. Abingdon: Routledge.
- Mandigo, J., Corlett, J. T., Hobin, E., & Sheppard, J. (2010). The role of physical education teacher preparation and its potential for social change in El Salvador. *PHEnex*, 2(1).
- Martin, D. J., & Loomis, K. S. (2007). *Building teachers: a constructivist approach to introducing education*. Belmont: Thomson Wadworth.
- Martinek, T., & Hellison, D. (1997). Fostering resiliency in underserved youth through physical activity. *Quest*, 49(1), 34-49.
- Martinek, T., Hellison, D., & Johnson, D. (2001). Evaluation of a sport mentoring program designed to foster personal and social responsibility to underserved youth. *Urban Review*, 33(1), 29-45.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 40, 812-825.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: revised and expanded from case study research in education*. San Francisco: Jossey-Bass.
- Milam, A., Furr-Holden, C., & Leaf, P. (2010). Perceived school and neighborhood safety, neighborhood violence and academic achievement in urban school children. *The Urban Review*, 42, 458-467.
- Miller, J. P. (1996). *The holistic curriculum*. OISE Press. Toronto.
- Moeschberger, S. L., Ordonez, A., Shankar, J., & Raney, S. (2006). Moving from contact

- to change: the act of becoming aware. In R. L. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysircar & T. Israel (Eds.), *Handbook for social justice in counseling psychology: leadership, vision and action* (pp. 472-488). Thousand Oaks: Sage.
- Mosquera, M. J., Lera, A., & Sanchez, A. (2000). *Noviolencia y deporte*. Barcelona: INDE.
- Noguera, P. (1995). Coming to terms with violence in our schools. *In Motion Magazine*.
- Olympic Aid. (2002). Healthier, safer, stronger: using sport for development to build a brighter future for children worldwide. Salt Lake City: Olympic Aid.
- Organisation pour la paix et le sport. (2007). Nelson Mandela brings his backing to “peace and sport”: Peace and Sport.
- Overseas Development Institute. (2010). *Millennium development goals report card: measuring progress across countries*. London: Overseas Development Institute.
- Pan American Health Organization. (n.d.). Millennium development goals: El Salvador Retrieved June 7, 2011, from http://www.paho.org/english/mdg/cpo_elsalvador.asp
- Papacharisi, V., Goudas, M., Danish, S., & Theodorakis, Y. (2005). The effectiveness of teaching a life skills program in a sport context. *Journal of Applied Sport Psychology*, 17, 247-254.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks: SAGE.
- Peterson, K., & Deal, T. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56(1), 28-30.
- Piaget, J. (1973). *The psychology of intelligence*. Littlefield: Adams and Co.

Placek, J. H. (1983). Conceptions of success in teaching: Busy, happy, and good? In T.

Templin & J. E. Olsen (Eds.), *Teaching in physical education* (pp. 45-56).

Illinois: Human Kinetics.

Right to Play. (2009). Results. Retrieved September 3, 2011, from

[http://www.righttoplay.com/International/our-](http://www.righttoplay.com/International/our-impact/Pages/ResultsBlog.aspx?ID=11)

[impact/Pages/ResultsBlog.aspx?ID=11](http://www.righttoplay.com/International/our-impact/Pages/ResultsBlog.aspx?ID=11)

Robinson, K. (2006). *Schools kill creativity*. Paper presented at the TED: Ideas Worth

Spreading, Monterrey, CA, USA.

Robinson, K. (2009). *The element*. New York: Penguin Group.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of

intrinsic motivation, social development, and well-being. *American Psychologist*,

55, 68-78.

Salmi, J. (1993). Violence, democracy and education. *Violence and democratic society:*

new approaches to human rights. London: Zed Press.

Scheper-Hughes, N., & Bourgois, P. I. (2004). *Violence in war and peace: an anthology*.

Oxford: Blackwell

Schiefelbein, E., Gillies, J., & Florez, A. (2008). Sustainability and continuity of El

Salvador's Education Plan 2021: effective schools as the foundation of learning

Working Paper Series. San Salvador: EQUIP2.

Sellars, M. (2004). Peaceful perspectives: peace education, educating for peace. *New*

Zealand Annual Review of Education, 13, 225-248.

Serena, B. (2008). *The contribution of sport within the process of peace reconciliation:*

from trauma healing toward social integration. Master in human rights and

conflict management. Dissertation, Santanna.

Shaw, S. (2004). The researcher/interviewer in intercultural context: a social intruder!

British Educational Journal, 30(4), 549-575.

Shor, I. (1999). What is critical literacy? In I. Shor & C. Pari (Eds.), *Critical literacy in*

action: writing words, changing worlds (pp. 1-30). Portsmouth: Cook-

Heinemann.

Smith, A., & Parr, M. (2007). Young people's views on the nature and purposes of

physical education: a sociological analysis. *Sport, Education and Society*, 12(1),

37-58.

Smith, B. (2000). Marginalized youth, delinquency, and education: the need for critical-

interpretive research. *The Urban Review*, 32(3), 293-312.

Smith, C., & Carlson, B. (1997). Stress, coping and resilience in children and youth.

Social Science Review, 71(2), 231-256.

Squires, A. (2008). Language barriers and qualitative nursing research: methodological

considerations. *International Nursing Review*, 55, 265-273.

Staessens, K. (1991). *The professional culture of innovating primary schools: nine case*

studies. Paper presented at the American Educational Research Association,

Chicago.

Stolp, E. (1994). *Leadership for school culture*. Retrieved July 22, 2010, from

<http://cepm.uoregon.edu/publications/digests/digest091.html>.

Subasat, J. (2009). Christianity and alternative education in El Salvador: challenging the

state. *Anthropological Perspectives on Religion*, 1-17.

Teff-Seker, Y. (2009). *Arabs, Islam and Palestinians in Israeli textbooks: a preliminary*

updaet. Institute for Monitoring Peace and Cultural Tolerance in School Education.

The World Bank. (2007). Excellence and innovation in secondary education project.

Retrieved July 13, 2010, 2010, from <http://go.worldbank.org/FV6A0RG3K0>

The World Bank. (2010). El Salvador: country brief. Retrieved August 19th, 2010, from

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/ELSA LVADOREXTN/0,,contentMDK:22253598~pagePK:1497618~piPK:217854~the SitePK:295244,00.html>

The World Bank. (2011). *World development report: conflict, security and development*.

Washington, DC: The World Bank.

Ticas, P. (2007). *Prolegómeno de una antropología de la educación salvadoreña*. San

Salvador: Universidad Pedagógica de El Salvador.

Tinker, C., & Armstrong, N. (2008). From the outside looking in: how an awareness of

difference can benefit the qualitative research process. *The Qualitative Report*, 13(1), 53-60.

Tomlinson, M., Swartz, L., & Landman, M. (2006). Insiders and outsiders: levels of

collaboration in research partnerships across resource divides. *Infant Mental Health Journal*, 27(6), 532-543.

Torres. (1992). Alternativas dentro de la educacion formal: el programa escuela nueva de

Columbia. *Perspectivas*, 84.

Troyna, B., & Carrington, B. (1993). Whose side are we on? Ethical dilemmas in

research on 'race' and education. In R. B. Burgess (Ed.), *The Ethics of Educational Research*. East Sussex: The Falmer Press.

United Nations. (1989). Convention on the Rights of the Child: UN General Assembly Document A/RES/44/25.

United Nations. (2003). *Sport for development and peace: towards achieving the millennium development goals*. Report from the United Nations inter-agency task force on sport for development and peace. Geneva: United Nations.

United Nations. (2005). *International year of sport and physical education*.

United Nations. (2010). *We can end poverty 2015: millennium development goals*. Paper presented at the United Nations Summit, New York.

United Nations Development Program. (n.d.). The Human Development Index (HDI), Retrieved from <http://hdr.undp.org/en/statistics/hdi>

United Nations Development Programme. (n.d.). Millennium Development Goal Achievement Fund, Retrieved June 9, 2011, from <http://www.mdgfund.org/country/elsalvador>

United Nations Educational Scientific and Cultural Organization. (1978). International Charter of Physical Education and Sport. Retrieved July 17th, 2010, from http://www.unesco.org/education/nfsunesco/pdf/SPORT_E.PDF

United Nations Educational Scientific and Cultural Organization. (2000). First international comparative study of language, mathematics, and associated factors for students in the third and fourth grade of primary school (Vol. second report): Latin American Laboratory for Assessment of Quality in Education,.

United Nations Educational Scientific and Cultural Organization. (2001). UNESCO and least developed countries. Retrieved June 15, 2011, from www.unesco.org/ldc/list.htm

- United Nations Educational Scientific and Cultural Organization. (2007). A human rights-based approach to education for all: a framework for the realization of children's right to education and rights within education. New York: United Nations Children's Fund.
- United Nations Educational Scientific and Cultural Organization. (2008). *Education for all by 2015. Will we make it?* In E. G. M. Report (Ed.). Paris.
- United Nations General Assembly. (1948). Universal Declaration of Human Rights. Retrieved December 2, 2010, from www.un.org/en/documents/udhr/index.shtml
- Wallin, A. M., & Ahlstrom, G. (2006). Cross-cultural interview studies using interpreters: systematic literature review. *Journal of Advanced Nursing* 55(6), 723-735.
- Willis, J. (2007). *Foundations of qualitative research: interpretive and critical approaches* Thousand Oaks: Sage.
- Wolf, S. (2009). Subverting democracy: elite rule and the limits to political participation in post-war El Salvador. *Journal of Latin American Studies*, 41(3), 429-465.
- Woolman, D. C. (1985). Education and peace in the thought of Johan Galtung. *Current Issues in Education and Human Development Education and Peace*, 3(2), 7-20.
- World Health Organization. (1996). Promoting health through schools. *The World Health Organization's Global School Health Initiative*. Geneva: World Health Organization.
- World Health Organization. (1999). *Partners in life skills education*. Geneva, Switzerland: World Health Organization.
- World Health Organization. (2000). *The World Health Organization's information series on school health*. Geneva: World Health Organization.

World Health Organization. (2002). *World report of violence and health*. Geneva: World Health Organization.

World Health Organization. (2009). *Preventing violence by developing life skills in children and adolescents*. Geneva: World Health Organization.

Yin, R. K. (2003). *Case study research: design and methods* (3rd ed. Vol. 5). Thousand Oaks: Sage.

Yin, R. K. (2009). *Case study research: design and methods* (4th ed.). Thousand Oaks: Sage.

Yusuf, H. O. (2011). The integration of peace education in reading comprehension lessons in primary schools. *Journal of Language Teaching and Research*, 2(4), 823-831.

Tables

Table 1: *School Vision*

Participant	Holistic Development	Prepare Students for Society
CE 04	X	X
CE 07		X
CE 08		X
CE 09	X	X
CE 12	X	
CE 13	X	
CE 15		X
CE 16	X	
CE 17 ^a		
CE 18		X
CE 19	X	X
CE 20	X	
Total	7	7
Percentage	58%	58%

^a *Question regarding school vision was not asked by the interviewer*

Table 2: *Student Learning*

Participant	Students Learn by Doing
CE 04	X
CE 07	X
CE 08	X
CE 09	X
CE 12	
CE 13	X
CE 15	X
CE 16	X
CE 17	
CE 18	X
CE 19	
CE 20	
Total	8
Percentage	67%

Table 3: *The PE Program at the School*

Participant	Follow the MINED Curriculum	Holistic Approach	Class is Developed
CE 04	X		
CE 07		X	X
CE 08			X
CE 09			X
CE 12		X	
CE 13	X		
CE 15	X	X	
CE 16			
CE 17			X
CE 18	X		
CE 19	X		
CE 20			
Total	5	3	4
Percentage	42%	25%	42%

Table 4: *The Role of PE in the School*

Participant	Enjoyment	Develop Life Skills	Values	Release Stress	Physical Develop- -ment	Intellectual Develop- ment	Student- Teacher Relationship
CE 04	X				X		
CE 07		X			X		X
CE 08							X
CE 09	X			X			
CE 12	X		X		X	X	
CE 13		X		X			
CE 15	X		X				
CE 16				X			
CE 17	X				X	X	
CE 18		X		X			
CE 19	X						
CE 20	X						
Total	7	3	2	4	4	2	2
Percentage	58%	25%	17%	33%	33%	17%	17%

Table 5: *The Role of PE Outside the School*

Participant	Motivation	Distraction from Negative Activities	Community Involvement
CE 04			
CE 07		X	
CE 08			
CE 09	X	X	
CE 12			X
CE 13	X		
CE 15	X		X
CE 16	X		
CE 17			X
CE 18		X	
CE 19			
CE 20	X	X	
Total	5	4	3
Percentage	42%	33%	25%

Table 6: *Physical Education and Violence Prevention*

Participant	Keeps Youth Busy	PE Releases Stress	Physical Education may Cause Violence
CE 04	X	X	
CE 07	X		
CE 08			X
CE 09			
CE 12	X		X
CE 13	X	X	
CE 15	X		
CE 16			
CE 17	X		
CE 18	X		
CE 19	X	X	
CE 20	X	X	
Total	9	4	2
Percentage	75%	33%	17%

Table 7: *Municipalities and Zones of Participants*

Participant	Municipality	Zone
CE 04	San Salvador	Zona Central
CE 07	Colón	Zona Occidente
CE 08	San Matías	Zona Paracentral
CE 09	Tonacatepeque	Zona Paracentral
CE 12	Sensuntepeque	Zona Norte
CE 13	San Salvador	Zona Central
CE 15	Tonacatepeque	n/a
CE 16	Quezaltepeque	Zona Paracentral
CE 17	n/a	n/a
CE 18	Cojutepeque	Zona Norte
CE 19	San Sebastián	Zona Norte
CE 20	n/a	n/a

Table 8: *Participant Quotes Grouped into Themes and Categories*

School Vision		
Holistic Development	CE 04	We want them to develop not just in the academic areas but also in areas such as spiritual, physical
	CE 09	Develops educative practice towards an integrative academic formation which develop the human, social and intellectual development as well as the cultural, scientific and artistic skills having as a result
	CE 12	To develop the whole child, spiritual, body and mind
	CE 13	Our vision is to have good quality education, give to our students an integrative education, I mean in every area of life, moral, physical, spiritual
	CE 16	To form the whole child, with wide knowledge, especially in English, computers and physed
	CE 19	Our vision is to form leaders for the country and society who will be integrative beings academically, spiritual and physically formed
	CE 20	To form a whole student, so they know a little bit of everything
Prepare Students for Society	CE 04	To create real leader for our country and for our society
	CE 07	To form adolescents who can think critically, with good academic knowledge so he/she carries themselves better in society
	CE 08	To make boys and girls respond to society in a better way
	CE 09	People capable of generating positive changes in the many fields of the community
	CE 15	To become the leader of aguilaes region
	CE 19	Our vision is to form leaders for the country and society who will be integrative beings academically, spiritual and physically formed
	CE 18	Our vision is to teach our students how to be better in life trough education, teaching them values
Outlier	CE 18	Our vision is to teach our students how to be better in life trough education, teaching them values
Student Learning		
Students Learn by Doing	CE 04	By doing, they have to use their five senses, that is the best way to learn
	CE 07	Students learn better by doing...if we only tell students they tend to forget but if they learned something by doing he/she won't forget
	CE 08	By doing, by experiencing, it is easier for them to understand something than just for them to listen
	CE 13	By doing, when they do and they can understand what they are doing, I believe that is the experience on doing things that is never forgotten

	CE 15	By doing. I can talk to them about a thousand things and I can do a few practical things and I know they will remember more the practical situations rather than what I spent hours and hours talking about
	CE 16	By doing, for sure by doing, students get tired of just writing or following instructions
	CE 18	I think its is better for them to do rather than theory, I think it works better for them to do because they learn more, I think when they do, what they did sticks with them for life
	CE 09	To apply the theory in the practice...it is useless is when talking about reforestation in here and then we go and see our gardens all dried up, there is no learning
	CE 15	Games, help a lot, games in subjects like math, through games they concentrate better, they know how to apply things better
Outliers	CE 12	It can be with dynamics, games, posters or by explaining, so teachers look for the best way for their students to learn... What happens is that kids are really lazy and sometimes they don't learn because they really don't want to learn
	CE 17	One can learn in many ways
	CE 19	Everything, by getting involved their 5 senses, which is the best way to learn
	CE 20	Sports helps children learn better
Description of Physical Education Program		
Follow	CE 04	We work with the official programs from MINED
MINED	CE 13	MINED gives us the guidelines we follow but we have our own extra elements
Curriculum	CE 15	We follow what MINED gives us but we add things, things we feel are important, things such as social relationships,
	CE 18	We follow what MINED gives us, what changes a bit is what the teacher does with what is given by MINED
	CE 19	We follow the official programs made by the Ministry of Education, and we have limitations talking about space, but we are working despite that factor
Holistic Approach	CE 07	Sometimes I have noticed that he doesn't just teach physical activity, the body, but also the mind and the spiritual
	CE 12	They can demonstrate their physical skills but also their moral values and all the creativity they have
	CE 15	We follow what MINED gives us but we add things, things we feel are important, things such as social relationships, we teach them values, we believe physed is the greatest tool to teach kids values
Class is Developed	CE 07	Sometimes not all students like a specific activity so he gives them choices...there is a diversity, I have seen kids...because of their body didn't want to participate because they feel fat but now they get involved in

		the activities
	CE 08	I have seen many Phys Ed teacher just making children run...with him, you can come at any class and he always has something organized
	CE 09	It's not just throwing kids to the pitch and telling them: "go and play whatever", but it is an oriented class, I can see that he works with many areas of physical education
	CE 17	In the first term, he teaches basketball, practice and rules. Then in the second term he makes the same with volleyball and some training, and in the third term he teaches shared games, different games, dynamics and he motivates the girls in constructive learning...
Outliers	CE 16	Unfortunately at this moment we don't have enough resources to have more physed teachers, we only have one and the school is big and the demand is high, so what we do is we reduce the amount of times a week theses children should be getting physed, so they only get it once a week but this way, everybody gets it."
	CE 20	I phoned MINED and they had nothing (this is high school, not many high schools have physed class) there is not even a handout, nothing... He did some games, and they were very nice, so these type of activities is what we do because we don't really follow a plan
The Role of Physical Education in the School		
Enjoyment	CE 04	Students really enjoy the class, they wish to do much more
	CE 09	It is the one kids ask for the most, The day they won't miss, is precisely the physical education's day
	CE 12	Children don't really ask for any other class but they do ask for they PE class to be taught... if they don't receive the class for any reason they come up to teacher and they tell them you owe it us
	CE 15	Sometimes when kids misbehave I tell them they will miss their physed class and they promise they will change but they don't want to miss the class, and it works
	CE 17	Get happy even though it is just one hour per week
	CE 19	Students like physical education
	CE 20	Some students only get the class once a week and they come often asking for another hour a week
Develop Life Skills	CE 13	This is where students can express themselves better, they release energy
	CE 18	It gives students a place to express themselves and they demonstrate all they can do, the skills they have
	CE 07	A big impact has been less conflict in the school...sometimes we have games with other schools and these kids are somewhat aggressive but out students know that is not the way to do things, sometimes we loose but they

Develop Values	CE 12	know that it is important to play, to have fun and to participate in physical activity They can demonstrate their physical skills but also their moral values
	CE 15	When we play with them we can see in the way they act and behave if they lack of values or not, they express how they feel in a game and this is when we have to do something to help them be better, we then guide them, we teach values through physed and I can tell you proudly that we are able to teach much more values to kids in physed than in other class
Release Stress	CE 09	Is the one in which they can distress themselves
	CE 13	This is where students can express themselves better, they release energy
	CE 16	I believe they need physed, they need to free their mind a bit
	CE 18	They release stress by doing any activity or any sport, so we are always looking after P.E. and we try to get involved in just anything
Physical Development	CE 04	The physical development of our students is important
	CE 07	It is part of our own vision but also for the physical development of children
	CE 17	It is very important for the physical and intellectual development
	CE 12	They can demonstrate their physical skills but also their moral values
Intellectual Development	CE 12	PE is important because it helps them learn better in other subjects, right after PE they go back to other class and children seem to understand better
	CE 17	it is very important for the physical and intellectual development, in the academic performance because girls know perfectly that if they don't get the minimal grade they cannot enter in the teams who participate in institutional games, so they struggle to get those grades to participate in the school teams also by reaching those grades, so that is a motivation for them to keep on studying
Build Student-Teacher Relationship	CE 07	It helps for students not to see their teachers like the unreachable person...students and teachers play together
	CE 08	Sometimes students see us as enemies and there is stress, so playing games with them allows us to have a better relationship with them
Outliers	CE 04	Students are relaxed
	CE 16	
		Help us to reduce violence among students
	CE 19	Gives spare time
	CE 17	Inside the school we can realize, girls learn very well a sport, the different games, and it helps to their development and

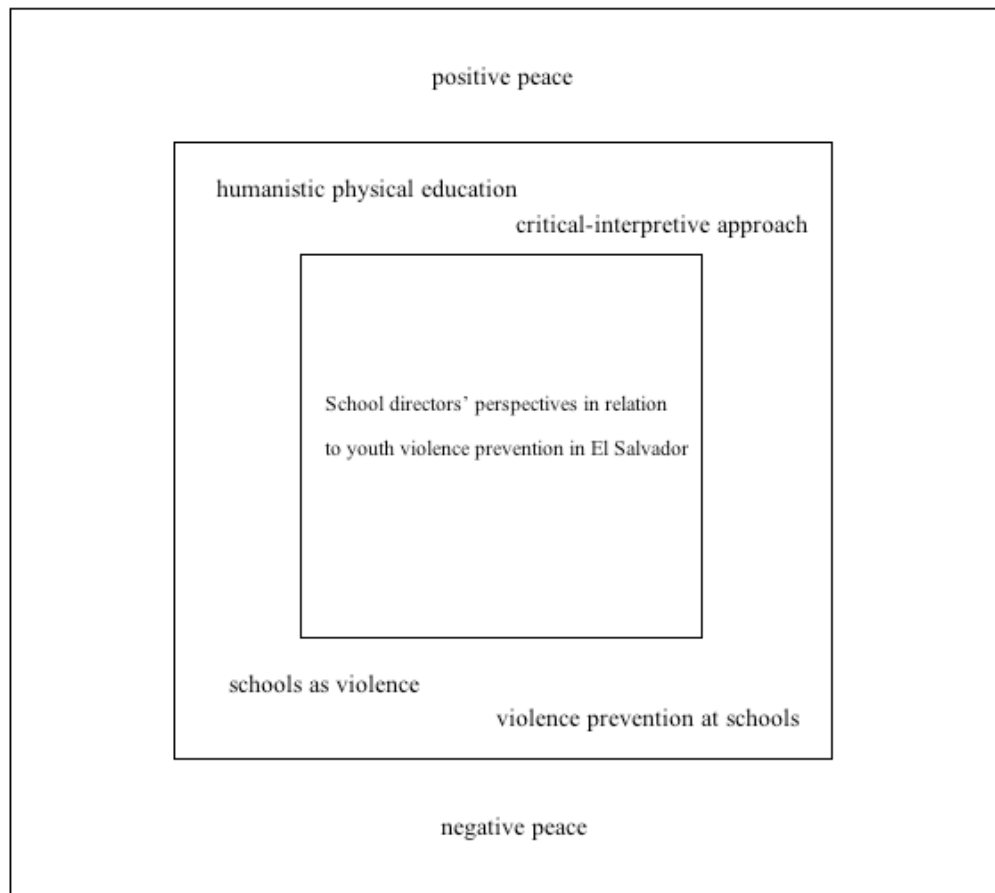
		also to their health because not too many of them become ill
The Role of Physical Education Outside the School		
Motivation	CE 09	It has a motivating impact, it motivates kids
	CE 13	I have seen kids wanting to become athletes after receiving what they get here in class
	CE 15	We also do a marathon, a small 4K marathon but we prepare for that, we were the first ones doing it and now other schools around the area are doing it as well so it has made an impact. Now you see people running or jogging in the afternoons and we know they are getting ready for the marathon because they follow the route, so I believe that people are starting to realize how important it is to be physically active
	CE 16	The day they won't miss, is precisely the physical education's day
	CE 20	I have heard students already saying they want to become physed teachers
Distraction from Negative Activities	CE 07	Kids that belong to a soccer team have less time to think about bad situation...it helps us to avoid conflict and problems in and out the school
	CE 09	With so many problems outside the school's environment, this space distresses kids and it is very necessary
	CE 18	It takes them away from bad or negative activities, they seem to be really interested in their pe class so they loose interest on other activities
	CE 20	It is important because students get distracted, you see our town doesn't have much recreational places so they only have that opportunity here
Increase in Community Involvement	CE 15	We do a race called children race we make their parents participate, we warm up with a song called chocolate train and you see kids laughing and signing and their parents are happy as well, so we try to get their parents and I think that is important as well
	CE 17	This also extends to the community because almost everyone know in the city and they say "ah, girls from the NAME school win" they play nicely, and later on this goes to the city games, and then to the national games
	CE 12	Parents love their children to participate in any activity, for example we have intramurals, you have parents there, cheering and other people form the community come to watch as well, and they all get really happy
Outliers	CE 04	I think it could have an impact, we have not really measured that impact but I'm sure it does
	CE 08	The idea is to teach children to get into a culture of physical activity... so they get to the conclusion of saying I need to take care of my body, I need to exercise

Physical Education and Violence		
Keeps Youth Busy	CE 04	I believe that pre-adolescents, you, they need to be busy
	CE 07	Kids that belong to a soccer team have less time to think about bad situation...it helps us to avoid conflict and problems in and out the school
	CE 12	Instead of having children out on the streets, doing something bad, things they should not be doing, they are playing with a ball...a ball becomes a friend, they can't leave their ball aside, I think sometimes its easier for them to forget a notebook, even to eat before coming to school but they never forget a ball
	CE 13	I think it is the best way to have kids away from gangs, from violence attitudes, from the streets, from alcohol or any other addiction
	CE 15	I am sure that when youth practice a sport they have less time to be thinking in negative things
	CE 17	Instead of thinking in bad things that they would do and they would later regret, physical education keeps them busy
	CE 18	It doesn't allow them to have time to think any negative thoughts
	CE 19	I think teenagers must be busy, and obviously allows them to canalize energy, and the fact to keep them oriented in something positive is going to give us great results
	CE 20	We were trying to look for things that would help us prevent youth for going somewhere else, something that would allow them to release stress, now during recess lots of students come to ask for ball so they can play, now everyone wants to play
	CE 04	They use their energy in a positive way
PE Releases Stress/Energy	CE 13	Through Physed we help kids release the energy they have and they need to get rid of it and it is better for them to do it in class than on the street
	CE 19	Obviously allows them to canalize energy
	CE 20	Sure it helps, they release stress, they express themselves better, we as teachers realize the skills these students have so we also motivate them to continue, I can't tell you I don't have anybody related to gangs, we do, we have about 3 gang members but if we take into account how many students we have, the percentage is really small, in other schools the number is higher and that's why we want to have physed class so we offer different choices to our students so they don't go out there to look for other things to do
	CE 08	They would take balls and start hitting each other with them or slamming the balls against the walls
PE may Cause Violence	CE 12	There are kids who are really violent they can be aggressive in a game

Outliers	CE 09	Whenever it is oriented. Because we can't leave them playing alone without rules, since every sport has its rules which need to be taught and it helps a lot
	CE 12	Instead of having children out on the streets, doing something bad, things they should not be doing, they are playing with a ball...a ball becomes a friend, they can't leave their ball aside, I think sometimes its easier for them to forget a notebook, even to eat before coming to school but they never forget a ball
	CE 16	...Someone who does any kind of sport is healthier, and how they can problem solve...we see how sport of physed allows teenagers to have other movements, they become agile, and if they face a problem they will know how to overcome it
	CE 18	Physed helps them to have a healthier mind and body

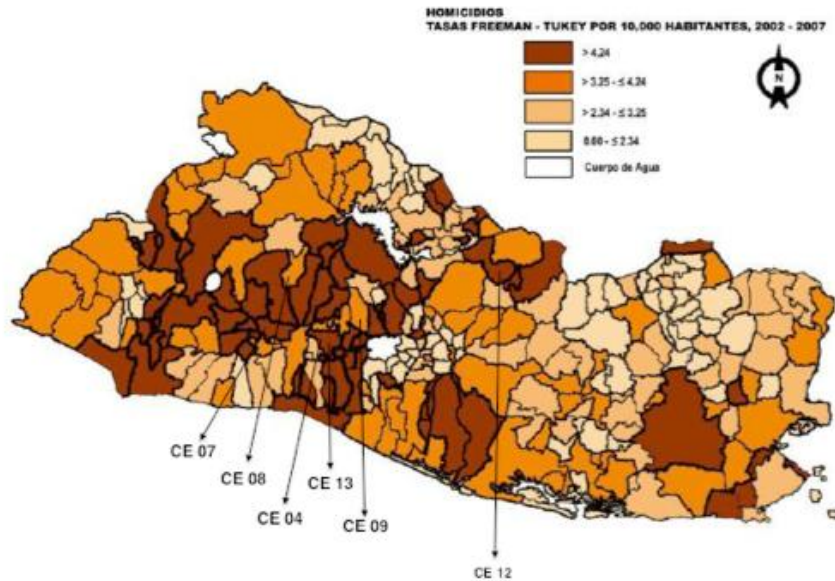
Table 9: *Propositions Outlined Prior to Data Analysis*

Proposition	Source
Violence is El Salvador's fundamental health, social and economic issue today	<ul style="list-style-type: none"> • United Nations Office on Drugs and Crime. (2011). Global study on homicide: trends, contexts, data. Vienna: United Nations Office on Drugs and Crime.
School directors in El Salvador are the link between policy and practice within the school	<ul style="list-style-type: none"> • Personal experience • Schiefelbein, E., Gillies, J., & Florez, A. (2008). Sustainability and continuity of El Salvador's Education Plan 2021: effective schools as the foundation of learning working Paper Series (pp. 32). San Salvador: EQUIP2.
School can be a site for violence or violence prevention	<ul style="list-style-type: none"> • Harber, C., & Davies, L. (1998). School management and effectiveness in developing countries: the post-bureaucratic school. London: Continuum. • Harber, C. (2004). Schooling as violence: how schools harm pupils and societies New York: Routledge Falmer. • Davies, L. (2004). Education and conflict: complexity and chaos. New York: Routledge.
Humanistic physical education has the possibility of contributing to youth violence prevention in El Salvador	<ul style="list-style-type: none"> • Personal Experience • Mandigo, J., Corlett, J. T., Hobin, E., & Sheppard, J. (2010). The role of physical education teacher preparation and its potential for social change in El Salvador. PHEnex, 2(1). • Mandigo, J., Corlett, J. T., & Anderson, A. (2008). Using quality physical education to promote positive youth development in a developing nation: striving for peace education. In N. L. Holt (Ed.), Positive youth development through sport. Abingdon: Routledge.
Physical education has the ability to teach life skills such as teamwork, collaboration, healthy relationships, problem solving, etc.	<ul style="list-style-type: none"> • Personal experience • Hellison, D. (2003). Teaching responsibility through physical activity (2nd ed.). Champaign: Human Kinetics. • Papacharisi, V., Goudas, M., Danish, S., & Theodorakis, Y. (2005). The effectiveness of teaching a life skills program in a sport context. Journal of Applied Sport Psychology, 17, 247-254.

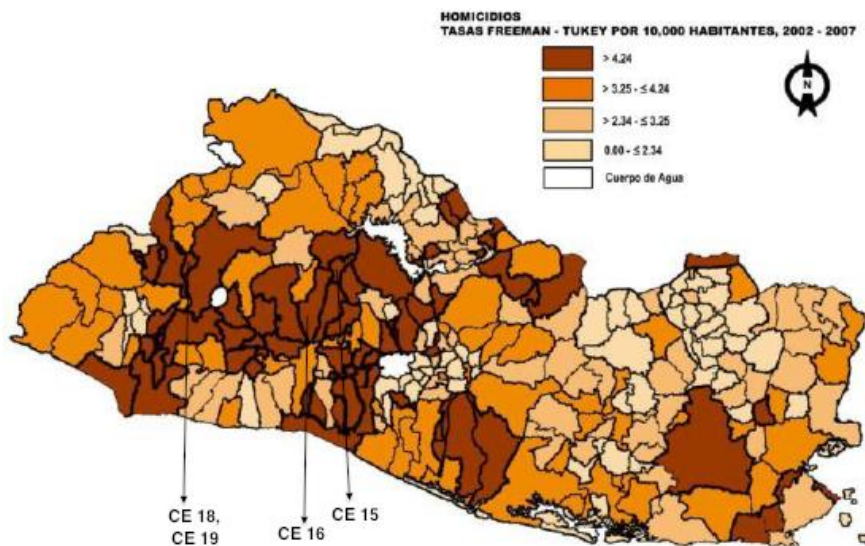
Appendix A: Theoretical Framework Adapted From Merriam (1998)

Appendix B: Map 1 and Map 2 of Participants Mapped on Tasa Freeman-Tukey of
Homicides per 10, 000 Habitants, El Salvador, 2002-2007

Map 1: Participants CE 04, CE 07, CE 08, CE 09, CE 12 and CE 13 Mapped on Tasa Freeman-Tukey of Homicides per 10, 000 Habitants, El Salvador, 2002-2007



Map 2: Participants CE 15, CE 16, CE 17, CE 18 and CE 19 Mapped on Tasa Freeman-Tukey of Homicides per 10, 000 Habitants, El Salvador, 2002-2007



Appendix C: Letter of Invitation for School Directors

Project Title: School directors' perspectives of physical education in El Salvador: a qualitative case study

Principal Investigator:

James Mandigo, Associate Professor
Department of Physical Education and
Kinesiology
Brock University
(905) 688-5550 Ext. 4789
jmandigo@brocku.ca

Collaborator

Dr. Pedro Ticas
Investigación Científica y Transferencia
Tecnológica
Universidad Pedagógica de El Salvador
25A Avenida Norte y Diagonal Dr Arturo
Romero
Pedagogica University
San Salvador, El Salvador
503 22 66 4081
pedro.ticas@pedagogica.edu.sv

I, James Mandigo, professor from the Faculty of Applied Health Sciences at Brock University invite you and your school to participate in a research project titled: Educational leaders' perspectives of physical education in El Salvador: a case study.

You and your school are invited to participate in a study that involves research. The purpose of this study is to examine if and how physical education can contribute to long-term peace in El Salvador.

As a participant, you will be asked to complete an interview that will last approximately one hour. Your knowledge and experiences will provide a better understanding of the role of physical education has in El Salvador. Benefits to participation include the opportunity for you to share your insights and experiences of physical education.

Your informed Consent is required should you wish to participate in this study. The informed consent is attached to this letter.

If you have any pertinent questions about your rights as a participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocu.ca)

Thank you,

James Mandigo, Associate Professor
Department of Physical Education and Kinesiology
Brock University
(905) 688-5550 Ext. 4789
jmandigo@brocku.ca

Appendix D: Consent Form

Date: _____

Project Title: Educational leaders' perspectives of physical education in El Salvador: a case study

Principal Investigator:
James Mandigo, Associate Professor
Department of Physical Education and
Kinesiology
Brock University
(905) 688-5550 Ext. 4789
jmandigo@brocku.ca

Collaborator
Dr. Pedro Ticas
Investigación Científica y Transferencia
Tecnológica
Universidad Pedagógica de El Salvador
25A Avenida Norte y Diagonal Dr Arturo
Romero
Pedagógica University
San Salvador, El Salvador
503 22 66 4081
pedro.ticas@pedagogica.edu.sv

INVITATION

You are invited to participate in a study that involves research. The purpose of this study is to explore how physical education can contribute to current efforts of Building peace in El Salvador. It is anticipated that this type of research will help provide a better understanding the role that school physical education has in El Salvador.

WHAT'S INVOLVED

As a participant, you will be asked to complete an interview that will last approximately one hour. These interviews will be face-to-face and will be accompanied by a translator. Interviews will be either audio recorded or video recorded. Your responses will be translated into English and transcribed verbatim.

POTENTIAL BENEFITS AND RISKS

Possible benefits of this study include opportunity for you to share you knowledge and experiences of school physical education. My hope is that this study will add to literature in the field of Sport and Physical Education for Development and Peace. There are no known or anticipated risks associated with participation in this study.

CONFIDENTIALITY

All personal information will be kept strictly confidential. All information will be coded so that my name will not be associated with specific responses. Data collected during this study will be stored in a locked file cabinet initially at Pedagógica University and then permanently for five years at Brock University. After that time period, it will be permanently destroyed. Access to this data will be restricted to Ms. Jessica Cerritos, Ms. Kelsey Pinch and Dr. James Mandigo.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. You may withdraw from the study at any time and for any reason without penalty. You may ask questions of the researchers at any point during the research process. There is no obligation for you to answer any questions in any component of the study. There will be no personal payment for your participation.

PUBLICATION OF RESULTS

Results of this study may be published in academic journal articles and presented at conferences. A summary of the results will be made available to the organizations and participants in the study.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator or Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University and permission from the school Principal. If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Funding to conduct this study has been provided by Social Science and Humanities Research Council of Canada.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

INFORMED CONSENT FORM

I agree to participate in the study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name of Participant: _____

Signature of Participant: _____ Date: _____

I have fully explained the procedures of this study to the persons named above.

Researcher's Signature: _____ Date: _____

Appendix E: Semi-Structured Interview Guide for Principals

1. What is your school vision/philosophy?
2. What does leadership mean to you?
3. Of what you described, what are you, as a school director, responsible for?
4. How are decisions made in your school? Who are involved?
5. How do students learn best? (e.g. following instructions, memorizing, lecture, self-expression, writing, etc.)
7. Is physical education an important subject at your school? Why or why not?
8. What, if any, impact does physical education have within your school? Outside of your school? Across the school community? Can you give any specific examples?
9. Does physical education have an impact, if any, on youth violence? Can you provide any examples?

Appendix F: General Statement of Confidentiality

Research Assistants and Transcribers

Name of Research Assistant/Transcriber:

Title(s) of Research Study:

School directors' perspectives of physical education in El Salvador: a qualitative case study

An important part of conducting research is having respect for privacy and confidentiality. In signing below, you are agreeing to respect the participant's right to privacy and that of the people and organizations that may be included in the information collected. Such information may include interviews, questionnaires, diaries, audiotapes, and videotapes. You are asked to respect people's right to confidentiality by not discussing the information collected in public, with friends or family members. The study and its participants are to be discussed only during research meetings with the Principal Investigators, Co-Investigators, Program Manager, and/or others identified by the Investigators.

In signing below, you are indicating that you understand the following:

I understand the importance of providing anonymity (if relevant) and confidentiality to research participants.

I understand that the research information may contain references to individuals or organizations in the community, other than the participant. I understand that this information is to be kept confidential.

I understand that the information collected is not to be discussed or communicated outside of research meetings with the Principal Investigators, Co-Investigators or others specifically identified by the Investigators.

When transcribing audio or videotapes (where applicable), I will be the only one to hear the tapes and I will store these tapes and transcripts in a secure location at all times.

I understand that the data files (electronic and hard copy) are to be secured at all times (e.g., not left unattended) and returned to the Principal Investigator when the transcription process is complete.

In signing my name below, I agree to the above statements and promise to guarantee the anonymity (if relevant) and confidentiality of the research participants

Signature of Research Assistant/Transcriber: _____

Date: _____

Appendix G: Ethics Clearance

DATE: 7/27/2010

FROM: Michelle McGinn, Chair, Research Ethics Board (REB)

TO: Dr. John Corlett, PEKN, Dr. James Mandigo, Dr. Ken Lodewyk, Dr. Enrique Garcia, Dr. Pedro Ticas, Joanna Sheppard, Kelsey Pinch

FILE: 09-304 CORLET, Faculty Research

TITLE: The Role of New Graduate Teachers of Innovative Physical Education

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as clarified

This project has received ethics clearance for the period of July 27, 2010 to December 31, 2011 subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. The study may now proceed.

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to <http://www.brocku.ca/research/policies-and-forms/forms-2> to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form Continuing Review/Final Report is required.

Please quote your REB file number on all future correspondence.